

**THE PROBLEM OF INTEGRATING ENGLISH  
LANGUAGE TEACHING STRATEGIES AND  
THE LEARNING PROCESSES IN TANZANIAN  
SECONDARY SCHOOL CLASSROOMS**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR  
THE DEGREE OF MASTER OF ARTS (EDUCATION) IN THE  
UNIVERSITY OF DAR ES SALAAM.**



**DECLARATION**

I, **BIBIANA SHAURI KOMUNTE**, declare that this dissertation is my own work and it has not been submitted for a degree in any University.

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Date 25/5/95



### DEDICATION

This dissertation is dedicated to my mother, **Maria Shauri** who tirelessly encouraged me to study.

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**ABSTRACT**

The study investigated the language teaching strategies used by English Language teachers and how the strategies integrated with the students' learning processes for improvement of teaching and learning of English Language. The language teaching strategies referred to included teacher-centred strategies and student-centred strategies.

Four specific objectives guided this study namely: to identify and establish the language teaching strategies; to identify factors which determined choice of teaching strategies; to identify relationships to language learning processes and to identify constraints inherent in the English Language classrooms.

Four streams of Form Three classes from two schools in Morogoro Urban and Rural districts were investigated. The sample comprised of 158 respondents including 140 students and 18 English Language teachers. A case study approach was used. The data were collected through documentary reviews, questionnaires, observation and interviews. Qualitative method of data analysis was employed.

It was found that 61.1% of English Language teachers relied on student-centred language teaching strategies like pair/group/class discussions, reading texts silently and loudly in the classroom. Student centred language teaching strategies were more frequent than teacher-centred language teaching strategies when teaching reading and speaking skills. The major factors determining the choice of language teaching strategies included availability of teaching/learning facilities, students' linguistic background and teachers' training in English language

methodology. There was little relationship (10.0%) between the language teaching strategies used by teachers and the students' learning processes observed in the classroom. Students' lack of motivation and interest created one of major constraints while the other major constraint was teachers' perception of the students' English ability which made the teachers concentrate on few able students in the classroom.

Some of the recommendations from the study included that English language teachers should use both student-centred and teacher-centred strategies which should involve all the students; that English language teachers should be trained on how to integrate language teaching strategies and learning processes in the classroom; that the government should make a closer follow-up of the teaching/learning of English language so as to minimise constraints.



## TABLE OF CONTENTS

CONTENTS	PAGE
STATEMENT OF SUBMISSION -----	i
DECLARATION -----	ii
DEDICATION -----	iii
COPYRIGHT -----	iv
ACKNOWLEDGEMENTS -----	v
ABSTRACT -----	vii
TABLE OF CONTENTS -----	ix
LIST OF TABLES -----	xiv
LIST OF ABBREVIATIONS -----	xvi
 1.0. CHAPTER ONE: INTRODUCTION-----	 1
1.0.1 General Introduction -----	1
1.1 Background to the Problem -----	3
1.1.1. The Status of English Language in Tanzania -----	3
1.1.2. Language Teaching and Learning situation in Tanzania Secondary Schools -----	5
1.2. Statement of the Problem -----	7
1.3. Specific Objectives of the Study -----	9
1.4. Significance of the Study -----	11
1.5. Hypotheses -----	12
1.6. Definition of terms -----	12
1.7. Scope of the Study -----	14
1.8. Limitations -----	15
1.9. Organization of the Study -----	15

<b>2.0.</b>	<b>CHAPTER TWO: REVIEW OF LITERATURE-----</b>	<b>16</b>
2.1.	The Foreign Language Classroom -----	16
2.2.	Research on English Language Teaching in Tanzanian Secondary Schools-----	20
2.3.	The Language Teaching Strategies -----	24
2.3.1.	The Student-centred and teacher-centred teaching strategies -----	25
2.3.2.	Factors which determine the choice of Language teaching strategies -----	28
2.4.	The Language Learning Processes -----	31
2.4.1.	Factors Affecting learning Processes -----	33
2.5.	The Rationale for Integrating Language Teaching Strategies and Learning Processes-----	34
2.6.	Conceptual Framework-----	38
 <b>3.0.</b>	 <b>CHAPTER THREE: RESEARCH METHODOLOGY-----</b>	 <b>44</b>
3.1.	The Description of the Population -----	44
3.1.1.	Area of the Study -----	44
3.1.2.	Target Population -----	45
3.2.	Sample Characteristics and Rationale -----	46
3.2.1.	The sampling Procedure -----	46
3.2.2.	The School Sample -----	46
3.2.3.	The Class Sample -----	48
3.2.4.	The Teachers Sample -----	49
3.2.5.	The Students Sample -----	50
3.3.	The Description of Instruments -----	51

3.3.1.	Data Collection Techniques -----	51
3.3.1.1.	Documentary Review -----	51
3.3.1.2.	Questionnaires -----	51
3.3.1.3.	Observation -----	52
3.3.1.4.	Interview -----	54
3.4.	Validation of Instruments -----	54
3.5.	Data Analysis Procedure -----	55
4.0.	<b>CHAPTER FOUR: DATA PRESENTATION, OF FINDINGS AND DISCUSSION OF RESULTS-----</b>	57
4.1.	Data Presentation -----	57
4.1.1	The Language Teaching Strategies Currently being used -----	57
4.1.2.	Determinants of Choice of teaching strategies -----	65
4.1.3.	The Relationship between the teaching strategies and learning processes -----	68
4.1.4	Constraints in Teaching Speaking and Reading Skills -----	72
4.2.	Discussions of Results-----	76
4.2.1	The Language Teaching Strategies being used -----	76
4.2.2.	Factors determining choice of language teaching strategies -----	78
4.2.3	Relationship between teaching strategies and learning processes -----	79
4.2.4.	The Constraints to effective use of language teaching strategies. -----	80



5.0. **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND  
RECOMMENDATIONS**

5.1.	Summary of the Study -----	82
5.2.	Summary of Findings -----	82
5.3.	Conclusions -----	83
5.4.	Recommendations -----	85
5.5.	Suggestions for further Research -----	88

<b>BIBLIOGRAPHY -----</b>	<b>88</b>
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## APPENDICES

Appendix A: A Transcription of a Reading skills	
Lesson observed in school A-----	97
Appendix B: The Observational Form samples -----	102
Appendix C: The Synoptic chart -----	104
Appendix D: Interview questions for Teachers -----	105
Appendix E: Questionnaire for Teachers -----	106
Appendix F: Questionnaire for Students -----	111

## LIST OF TABLES

TABLE		
1.1	The Four Linguistic Skills -----	6
2.1.	The Difference between Teacher-Centred Approach and student-Centred Approach -----	39
2.2.	A Model Showing the Connections Between the T/L Variables -----	41
3.1.	Distribution of Secondary Schools in Morogoro urban and rural districts. -----	47
3.2	The number of stream in the sample schools -----	48
3.3	The students sample -----	50
4.1(a)	Summary of observed language teaching strategies used by Teachers in Reading Skills Lessons (Classroom Observation)-----	58
4.1(b)	Summary of Observed Language Teaching Strategies used by Teachers in Speaking skills lessons (Classroom observation)-----	60
4.2(a)	Language Teaching strategies teachers use in Teaching Speaking Skills (questionnaire Responses) -----	62
4.2(b)	Language Teaching strategies used by teachers in teaching reading skills ----- (Questionnaire responses)	63
4.3	Immediate Factors Affecting the Choice of Teaching Strategies. -----	66



4.4(a)	Summary of Observed Learning Processes in Reading Skills Classroom -----	69
4.4(b)	Summary of observed learning Processes in Speaking Skills Classrooms -----	70
4.5(a)	Constraints Faced by Students in Learning Speaking Skills. -----	73
4.5(b)	Constraints Faced by Students in Learning Reading Skills. -----	74

## LIST OF ABBREVIATIONS

CR	-----	Classroom Research
ELTSP	-----	English Language Teaching Support Project
FL	-----	Foreign Language
L1	-----	Language 1 (first Language)
L2	-----	Language 2 (second Language)
P	-----	Student
T	-----	Teacher
T/L	-----	Teaching/Learning

## CHAPTER ONE

### 1.0. INTRODUCTION

#### 1.0.1. General Introduction

Tanzania's Language Policy and Education:

English Language teaching and learning in Tanzanian secondary schools faces many problems. Among them include the switch from Kiswahili medium of instruction in primary schools to English medium in secondary schools. The switch occurs due to the prevailing language policy in the education system. Whiteley (1969) observed that Tanzania's language policy in education had almost remained constant from 1914 to the early 1960's. He observed that during the German colonial era Kiswahili was used as medium of instruction in primary schools. English was used as the medium of instruction in post-primary levels of education. During the British Colonial era Kiswahili continued as a medium of instruction up to the Cambridge school certificate. In secondary schools and higher institutions of learning English was used as the medium.

Since independence especially in the late 1960's Kiswahili was the national, official and had remained the medium of instruction in primary schools. For more than 20 years unsuccessful attempts have been made to introduce Kiswahili as a medium of instruction in secondary schools and higher institutions as well. (1969, 1970, 1971, 1972, 1973) Nevertheless, the current national statement (policy on language) is that "English will continue to be the medium of education at post-primary levels where the

teaching of Kiswahili as a subject would also be strengthened" (Rajabu and Ngonyani 1994:8).

Furthermore, while English is taught as a subject, primary school leavers selected for further education are particularly expected to have some competence in English to enable them study secondary school subjects which are taught in English. This requirement to learn other subjects in English could explain why the teaching and learning of English Language in secondary schools is emphasized. The training of English language teachers appears to be directed not so much toward primary school teachers as to secondary schools even though the foundation is laid in primary schools. Likewise the English Language Teaching Support Project (ELTSP) targets at improvement of English Language among secondary school teachers and students.

Practically, the most serious problem facing English language teaching and learning is the way English language is taught in the classroom. Some studies show some evidence on the problem of teaching and learning English language. Kyando (1993) for example, observed that in primary schools children learned very little reading and speaking skills. Mcha and Numi (1986) observed that secondary school students failed to conceptualise new knowledge in the classrooms. Criper and Dodd (1984) claimed that the secondary school students in Tanzania were inadequate for English medium, to mention just a few.

Hardly any study has been conducted on the actual process of teaching and learning of English Language in the secondary school classroom. Specifically, the language teaching strategies employed by English Language



teachers and how these strategies relate to language learning processes has strong impact on language learning outcomes. A study of the strategies and processes is critical if English Language is to be strengthened through creation of the general environmental support both outside and inside the classroom which is the main avenue for systematic language teaching and learning activities.

### **1.1. Background to the Problem**

English Language in Tanzania is used as the medium of instruction for secondary schools, tertiary institutions and the colleges. As a whole, however, English is a disadvantaged language as far as the teaching/learning environment in the classroom in particular is concerned. This disadvantaged position is due to lack of support from the school and home environments which do not encourage fully the English language practice. In comparing the teaching and learning activities of students when studying the English Language in and out-of-class activities, Mushi (1989:109) found that secondary school students had a tendency to do only the necessary reading to enable them to do their written exercises or assignments well. Reading for the sake of improving one's own language competence was not favoured.

#### **1.1.1. The Status of the English Language in Tanzania**

English Language in Tanzania is not only used as the medium of instruction but also as language of international business and of newspapers and textbooks. In Tanzania English is theoretically a second language (L2) but in practice it is gradually becoming a foreign language (FL). As a second language it is expected to serve day-to-day affairs (social, official,

education, business etc) but it is not doing so. Stern (1983) presented a distinction between a foreign language and a second language. He said that L2 is used within the environment in which it is learnt e.g. Kiswahili to most Tanzanians. The Foreign language lacks environmental support. This is the case of English in Tanzania. Teachers and students do not use the English language frequently outside the classrooms where it is taught because Kiswahili and vernaculars are used instead. Therefore this justifies the fact that English is acquiring the status of a foreign language rather than retaining a second language status in Tanzania.

The fact that Kiswahili is the official and national language; the medium of instruction in primary schools and the language of daily life affairs to the majority of Tanzanians reduces the enthusiasm in students to learn a foreign language. Currently there is lack of English language exposure to Tanzanian students. The lack of exposure is due to the fact that Kiswahili is growing rapidly and extensively, it is increasingly undermining the use of other foreign languages. Hence, the students and teachers have to depend almost entirely on classroom interaction for the foreign language mastery. The demands for effective pedagogical measures are therefore vital if English language learning is to be achieved. One of the measures is to emphasize the technical know how of the teaching and learning processes in the classrooms. The integration of language teaching strategies and the learning processes is one of the "how" learning of the language can be enhanced in the classroom. The only place where the learning of English language would take place effectively is in the classroom (Mbise, 1991). Therefore emphasis on the teaching and learning of the FL in the classroom is vital.



### **1.1.2. Language Teaching and Learning Situation in Tanzania Secondary Schools**

The current English language teaching and learning situation in Tanzania is that: the classrooms are overcrowded (40-49 students) (Kibogoya, 1988). There is low readability of the available materials (Kapinga, 1982). The teacher is the most important single resource for promoting language mastery (Mbise, 1991). Some teachers are not well trained and some were trained for teaching Literature but are forced to teach English while they lack English Methodology knowledge (Roy-Campbell, 1990). In most cases teachers use teaching strategies which do not promote the learning of language skills they intend to teach (Roy-Campbell, 1990). Due to this situation, there is necessity to study classroom interactions in English Language so as to improve the teaching and learning processes.

The learning of different skills is emphasised in Tanzanian classrooms. In language teaching, the mode or manner in which language is used is what is referred to as language skill. The four skills are listening, speaking, reading and writing. The listening skill (understanding skill) refers to the art of making one receive what another person is verbally conveying. It is a receptive skill which is highly connected to perception of ideas. The speaking skills refer to the production of meaningful sounds of a language through the vocal organs. The reading skills refer to the ability to recognise sentences of a written discourse and comprehending issues from the text. The writing skills refer to the psychomotor activity whereby the

learner uses his/her hand and other materials to put words and sentences on a flat surface. What is emphasised in writing skills is to make the learner write meaningful strings of sentences.

The relationship between spoken language and reading is represented in Table 1.1.

Table 1.1. The Four Linguistic Skills

	Productive/Active	Receptive/Passive
aural medium	speaking	listening
Visual medium	writing	reading

Source: Widdowson (1978:57)

According to Widdowson (1978:57) the four linguistic skills can be expressed in a simple table: Table 1.1 illustrates vividly the difference between the four skills, that is, speaking, listening, reading and writing. This denotes that teaching strategies also would differ according to the type of skills which are being taught in the classroom. The productive/active skills, for instance could be taught through language teaching strategies which call for classroom activities like group discussion, role playing, writing situational compositions. Whereas the Receptive/Passive skills would be taught through language teaching strategies which call for self-reliance on the part of the students under guidance of the teacher. Most of the classroom activities are done by the



students. Activities like listening to a tape recorded model speech and discussing; reading a passage and raising questions and interesting issues from it and discussing it are conducive for teaching language skills in the classroom.

In 1987 the British and Tanzanian governments launched the English language Teaching Support Project (ELTSP) with the objective of raising the standard of English language teaching and learning in secondary schools by "flooding" the schools with graded readers. It is assumed that the learning of reading skills both extensive and intensive is a measure to raise the levels of English competence in schools which are too low for effective learning of other subjects taught in English. This study investigates whether teachers are using language teaching strategies which integrate with the learning processes required by students in reading and speaking.

Research evidence shows that students would like to use the English language in talking with foreigners or discussing issues of interest and education internationally. They need to learn speaking skills. Thus it is important that the teaching strategies used by teachers should promote the learning processes in reading and speaking skills among the students to promote maximum achievement.

## **1.2. Statement of the problem**

There are very few studies which have been carried out specifically in the English Language teaching and learning processes in secondary schools in Tanzania. Many of the studies and publications, as Numi (1991)

stated, have been "product" oriented. This means that researchers have tended to focus on the outcomes such as national examination results, failing standards of English sensed in passing or failing national examinations and performance in examinations. Researchers have not investigated what goes on during the "process" of learning the four skills, that is, the nature of the teachers' and students' involvement. For instance, little attempt has been made to investigate teachers' strategies which they use in teaching reading and speaking skills, factors determining and influencing the choice of teaching strategies and learning processes when teaching reading and spoken English in the classroom and the relationship between the teaching strategies and learning processes.

Many of the studies and publications have dealt with general issues like teaching methods which teachers used (e.g. Mlekwa 1977) the theoretical perspective of teaching problems (e.g. Criper and Dodd, 1984 and Kibogoya 1988). The practical perspective is left out. As a result there is a gap to be filled, that is, the "practical" part of teaching and learning processes in secondary school classrooms. This study attempts to investigate the actual English language teaching strategies used by the teachers and how they relate to the students' learning processes in the Tanzanian secondary school classroom. The advantage of integrating the teaching and learning processes is to improve language teaching and learning and the outcome.

The need to study the problem of integrating English Language teaching strategies and the learning processes in Tanzanian secondary school classrooms arose from the need to understand the actual language



classroom activities. Such a study was expected to establish facts which could be used for guiding teachers in schools and teachers colleges in improving their English language teaching methodology. The study therefore broadly intended to examine the following issues as pertains to English language teaching in the classrooms:

- (i) Teaching strategies used by the English language teachers in the classroom in teaching reading and speaking skills;
- (ii) Short-term and long term factors which determine the choice of teaching strategies and the learning processes.
- (iii) The relationship between teaching strategies and learning processes in the classroom.

### **1.3. Specific Objectives of the Study**

The specific objectives of this study were:

- 1. To identify and to establish the teaching strategies used by English language teachers in the classrooms.
- 2. To investigate the factors which determine teacher's choice of teaching strategies of English language.

3. To examine the nature of the relationship between language teaching strategies and student learning processes in reading and spoken language.
4. To identify constraints to effective use of teaching/learning strategies in English language classrooms.

Specifically, the study was guided by the following questions:

- . What language teaching strategies do teachers use in teaching English reading and speaking skills?
- . Are certain language teaching strategies more prevalent than others?
- . Which immediate and long term factors determine teachers' choice of language teaching strategies for each skill - reading and speaking?
- . Which long term factors influence the choice of language teaching strategies?
- . What kind of relationship exists between the prevailing language teaching strategies and the students' learning processes?



- 1. What factors constrain the integration of language teaching strategies and learning processes?
- 2. How could the teaching and learning of spoken English and reading in English be improved?

#### **1.4. Significance of the Study**

The findings of this study will contribute to the improvement of the English language teaching and learning in Tanzania by providing data and information to be used by teachers, school inspectors, curriculum developers and policy makers. How?

The secondary school English language teachers can be trained in choosing appropriate language teaching strategies which improve students' learning processes. Furthermore the ELTSP officials who conduct in-service training for secondary school teachers of English will learn about what actually goes on in the language classroom to enable them strengthen their courses. As for the college tutors and University lecturers the findings will enable them to improve their English Language and Literature in English teaching methodology courses through the incorporation of systematic integration of language teaching strategies and students' learning processes in the teacher training programmes.

### 1.5. Hypotheses

The following hypotheses guided this study that:

1. Most English Language teachers relied on teacher-centred rather than student-centred language teaching strategies.
2. Choice of language teaching strategies was determined by availability or non-availability of teaching/learning materials and class size.
3. Given the constraints surrounding the teaching/learning of English language in the classroom, little relationship between the language teaching strategies and students' learning processes in reading and speaking skills was expected.

### 1.6. Definition of terms

Strategy: a consciously arrived at set of operations for achieving some specific objectives. For example the teacher uses a certain strategy in the classroom to make sure his/her specific objective of the lesson is fulfilled at the end of the lesson.

A learning strategy:- cognitive operations over and above the process directly entailed in learning achievement. for example cramming an English word is a learning strategy.

A language learning strategy: cognitive operations entailed for solving language learning problems. For example repeating a new sentence several times in spoken English learning.

Language learning processes: overtly, are strategies and techniques employed by the learner for acquisition of a language. Covertly, are unconscious mental operations for acquisition of language. In short it is the degree of target language awareness on the learner (Stern 1983:339).

Language teaching strategy: a set of operations consciously planned for imparting linguistic skills and knowledge on the learner, under specific objectives. For example planning to direct pair reading in a reading comprehension lesson.

Language skills: (in language teaching) is the mode or manner in which language is used. Listening (understanding what is being said); speaking (production of utterances through vocal organs); reading (recognising meaningful symbols of a written discourse) and writing (using pen and paper to put down strings of sentences) are generally called the four language skills (Richards et al, 1985).

Integrate: relating or conjoining one thing to another to make one whole and not two separate entities. For example language teaching strategies are an input into the instruction of skills whereas learning process is also an input. The two input categories co-



function in the instruction of skills process both aiming at the same outcome which is achievement. Good achievement requires the integration of the two inputs.

Teaching/learning materials: These include textbooks and all technological media which assist the teaching process and the learning process in the classroom session. Such materials include manilla sheets with contents relevant for the session, pictures, charts, tape recorders and cassettes, real objects and models.

Process: Series of changes, especially the ones that happen unconsciously e.g. the process of learning, the process of digestion etc. In order for a process to take place there must be input and the outcome is measurable. For example "instructing" language teaching strategy is an input into "attending" and "comprehending" learning processes.

### **1.7. Scope of the study**

The study confined itself to teaching of reading and speaking skills in relation to learning processes. In the reading skills, the study limited itself to the teaching and learning of Literature in English books and comprehension passages. In the speaking skills, the study limited itself to aural-oral skills. Comprehension skills were divided into three major categories: information gathering, manipulative thinking and evaluative



thinking. Literature in English study comprised of characterisation, plot summaries and themes.

### **1.8. Limitations**

In order to increase the objectivity and reliability of the study, respondents were English language teachers teaching the subject in the selected schools at the time of the research. Students of four form three streams which were randomly chosen from other streams of the selected schools were also respondents for the research. One limitation which occurred was the necessity for the researcher to clarify terms like "teaching strategies" "integrate" which were in the research instruments but new terminologies to the teachers and students. This resulted into giving explanations before administering questionnaires.

### **1.9. Organization of the Study.**

The study is organized into five chapters. Chapter one outlines the problem and its background. Chapter two presents the review of literature and conceptual framework. Chapter three describes the methodology of the study. Presentation, data analysis and discussion of the findings are dealt with in chapter four. Chapter five presents the summary, conclusions and recommendations of the study.

The next chapter presents the review of literature related to the study and the conceptual framework.

## CHAPTER TWO

### 2.0. REVIEW OF LITERATURE

This chapter reviews the literature related to English language teaching/learning in the classroom and presents the conceptual framework. The review focuses on the general environment to the Foreign Language (FL) classroom; the language teaching strategies and language learning processes; the relationship between language teaching strategies and language learning processes as related to teaching and learning of reading and speaking skills; the rationale for integrating language teaching strategies and learning processes in improving English language teaching/learning in Tanzanian secondary school classrooms.

#### 2.1 The Foreign Language classroom

The language teaching strategy that an instructor uses influences the presentation of subject matter and the students' interpretation and perception of the subject matter in the classroom. However, much theorizing in FL acquisition studies ignores the FL classroom as a relevant source of data and as a relevant place to apply findings (Van Lier, 1988:ix). It is believed that it is better to study the learner as an individual than a number of learners in the classroom. This is because once there is an observer at the back of the classroom the climate in the classroom ceases to be natural. Recording of FL classroom behaviours, verbal exchanges and activities is therefore problematic (Travers, 1969:170). Travers (ibid) suggested that to reduce the problem an alternative procedure was to



observe classroom events on a limited scale and classify them as they occur. This means that the researcher should not record everything in the classroom, obviously it is almost impossible to record everything. The researcher should record few events of his/her interest on the problem area. It is true that the classroom has a lot of events. Bellack (1966) was observing the physical movement in the classroom and had something to record in every two second such as instructing, soliciting, response etc. Flanders (1970) observed the verbal exchanges, the teacher-talk and pupil-talk and came out with some findings. To mention just few. Therefore this study also opted to observe fewer events in the classroom which were the language teaching strategies used by teachers and the overt students' learning processes.

Travers (1969) continued to comment that in educational psychology such as in the language learning processes the concepts or variables such as memorising, transfer and repetition are aspects of behaviour and mental processes as the student is learning and as the teacher is teaching. Therefore carrying a research on such processes is not easy. Travers' comment is quite relevant to the present study. It is true that it is not an easy task to observe both the teacher teaching and the student learning simultaneously. For that matter tallies were put after every five minutes and not after every two seconds as in Bellack's observations. Within five minutes recording could be done of the dominant teaching strategy and the dominant overt learning process, their relationship and constraints inhibiting the processes.

### Methods of conducting classroom observation:-

There are many methods of observing units such as the learner, the classroom, the school on one hand and the individual, the family, the society on the other. Current trends tend to favour the phenomenological approaches to the studies of such units whereby the researcher stays within the setting of the unit for a considerable time so as to restore the naturalness of his/her stay. Researchers in developed countries adopted such approaches and they could collect valid data.

Among such approaches is the "ethnographic method". Taft (1987:151) suggested that it was appropriate in a school or classroom research. He was explaining the nature of Ethnographic method as propounded by Malinowski in the 1920s which had been discussed and modified over years. Smith and Geoffrey in Taft (1987:152) were the first to base a study of classroom processes using ethnographic method which they described as "microethnography" in the 1960s. Smith observed the classroom everyday for one semester and kept copious field notes which he used as a basis for his daily discussions with the class teacher. Geoffrey observed the teacher's behaviour so as to conceptualise the teaching process. Both of the investigators were participants in the classroom, although one was more of an observer and the other more of an initiator and an informant. This study's observer, like Smith and Geoffrey used the microethnographic method to observe the behaviours and activities of both the teacher and the students so as to conceptualise the integration of the teaching strategies and the learning processes in the English language secondary school classroom. The weakness of the ethnographic method is subjectivity. This



is because the ethnographer notices a lot of things from which s/he has to select things for reporting. However, reliability can be enhanced by making a "synoptic chart" prescribed by Malinowski on which inferences are to be based. This study adopted this chart to summarise the classroom behaviours/activities and conclude the language teaching strategies and learning processes used in teaching reading or speaking skills in a particular class session. A suitable observation instrument for this study was developed.

Observation schedules formed one instrument for data collection. The schedules were used to observe the teaching strategies in relation to the learning processes in the English Language Classroom. Two observation models were examined to provide an appropriate one for the study. Flanders' (1970) observation model concentrated on the teacher-talk categories. It contained only two pupil-talk categories which were initiation and response. The model lacked other processes like imitation, practice, repeating comprehending which were the very learning processes investigated.

Bellack's (1966) observation model which was earlier used by Mbise (1976) and Mbunda et al (1991) was also considered by the researcher. It consists of "moves" or classroom manoeuvres which teachers and students use in teaching/learning interactions. This model was thought to be inappropriate because it pays more attention in physical movements and coding of the moves was done every two seconds. It concentrated on interaction rather than on teaching strategies and learning processes. A process is series of changes that happen consciously or unconsciously hence the model was only partly used in this study. The schedule used in this

study borrowed much from Bellack's model but behaviours/ activities which depicted a certain learning process or teaching strategy were tallied in the observation form and provided the language teaching strategy and learning process after every five minutes.

## **2.2. Research on English Language Teaching in Tanzanian Secondary Schools**

Several studies on the teaching of English Language in Tanzanian secondary schools have been conducted. These studies have mainly examined the problems of English Language teaching and learning. Among some of the studies include Mlekwa (1977) who studied "The Teaching of English Language in Tanzanian secondary Schools". This descriptive and evaluative study focussed on the problems teachers and students encountered in their daily activities as English Language teachers and/or learners. Specifically, the study investigated teachers' and students' attitudes towards English Language; teaching materials used; teaching methods used and the English syllabus.

Form Four classes of Dar es Salaam secondary schools were involved in which 80 students and 20 teachers participated. Data were collected through analysis of documents, non-participant observation (using checklists), unstructured interviews and questionnaires.

The main findings were: First, an overwhelming majority of students and teachers demonstrated positive attitudes towards English Language in spite of the prevailing socio-political climate that appeared to favour the



development of Kiswahili not only as a lingua franca for Tanzania but also as a medium of instruction. Second, the shortage of teaching materials and other facilities was a serious problem making the teachers' work difficult. Third, the teaching methods used in the classrooms were not appropriate because teacher-talk was dominating. Fourth, the English syllabus needed to be changed from grammatical to communicative type.

It was concluded from the study that the teaching of English Language in secondary schools needed improvement especially in the national language policy, teaching materials and methodology.

Another study was conducted by Karugaba (1986) who studied "The Role of Kiswahili in the Teaching of English Language in Tanzanian secondary schools". The study aimed at finding out if Swahili was used at all in the teaching of English Language in Tanzanian secondary schools and the circumstances Swahili was used. The study also investigated the possible value of use of Swahili in the teaching of English.

This study involved 13 randomly selected secondary schools in Dar es Salaam and Morogoro regions. The respondents included 21 English Language teachers teaching Form Two and Four classes. Data were collected through classroom observations (using classroom observation schedules). Face to face interview were also used.

The main finding was that Swahili was used by some teachers while other teachers either avoided it or used it in very controlled circumstances



during their teaching of different lessons. It was concluded that there was need for promotion of Swahili in the English Language Classroom.

The purposes of English Teaching in Tanzanian secondary schools especially the teachers' perceptions and problems was another study by Kibogoya (1988). The study aimed at finding out the main causes of deterioration in the teaching and use of English in Tanzania. The study attempted to define clearly the aims of teaching English and its role in Tanzania. Moreover, the study aimed at establishing whether or not the English Language syllabus being used in Tanzania was suitable for the context within which it was being implemented.

The study involved 15 Tanzanian English Language teachers participation in a four month in-service course in the teaching of English in Leeds University (England). Some Dar es Salaam secondary school classes were also used as sample. The methods of data collection used comprised of questionnaires, discussions, interview with respondents and direct observation of English classes.

The main findings were: Teachers faced a lot of problems due to the language policy of the country and sociolinguistic environment; teachers were blamed on the issue of the falling standard of English but actually the whole education system was responsible for the deterioration; teachers did not use a differentiated approach to language teaching, that is, they used same methods of teaching in all class sessions; a changeover to Kiswahili as a medium of instruction in secondary schools was highly desirable

because it was found out that even English Language itself was being taught in Kiswahili.

It was concluded from the study that the Tanzanian education system and language policy were responsible for the deterioration of the standards of English Language and not the English Language teachers.

Another aspect of Language teaching improvement involves the school inspectors. Mbwambo's (1990) study specifically focussed on "The Inspectorate and Teacher Quality in Tanzanian Secondary schools". It was an evaluative study intended to investigate the school inspectorate's adequacy in performing supervisory and advisory services to the schools so as to improve the quality of English Language.

The study sample included 55 respondents in total. These respondents included public secondary school English teachers, heads of Secondary schools and school inspectors. Questionnaires and interview schedules were the instruments used for data collection.

The main finding was that the re-formation of the inspectorate was valid because the inspectors' advice and recommendations helped very much to solve some of the English Language teachers' problems.

The study concluded that school inspection, especially in English Language teaching should be emphasized so as to improve the teaching of the language.



So far the studies reviewed have not addressed the actual English Language teaching and learning processes taking place in the classrooms. Neither have the studies concentrated on the involvement of the English Language teachers and the students in various language classroom activities and their subsequent outcomes. To understand why teaching and learning of English Language does not attain the expected learning outcomes it is necessary to analyse the actual teaching and learning strategies and processes prevailing in the English Language classroom in Tanzania.

### **2.3. The language teaching strategies**

In the process of teaching and learning teachers use different methods. Some of the methods are lecturing, group work and discovery both free and guided. These can also be interpreted as teaching styles. Teaching strategies are conscious teaching operations which are developed in the process of using the styles. Through the teaching strategies the teacher motivates the students to learn and helps students to focus attention on the content, teaching/learning materials and objectives of interaction as s/he presents his/her lesson. During practice session the teacher guides the practice in organisation of the learning. The teacher is supposed to reinforce within the students' learning activities even during the further/freer practice part of the lesson. Whatever strategy the teacher uses for a particular topic the aim should be to promote students' learning processes so that they can acquire the target language.

Promoting students' learning processes is not an easy task especially in mass-instruction classrooms like the secondary school classrooms in



Tanzania. Saitz, in Allen (1965) in his study on the FL classroom suggested that when teaching speaking skills in large classes of 40-45 students, the best strategy was to put the students in groups and assign each group a task which would give each student some practice in speaking and listening to the target language. If the class was divided into groups of ten or less, it was easy for the teacher to move from group to group noticing individuals problems and assisting them. Brady (1985) called this procedure student-centred strategy.

### **2.3.1. The student-centred and teacher-centred teaching strategies**

There are two approaches to the teaching of FL. The student-centred approach and the teacher-centred approach within which the teaching strategies can be determined. In the student-centred (learner-centred or pupil-centred) approach the language teaching strategies used are those which allow the teacher and the students working together to determine the content and techniques of handling the subject matter, thus facilitating the growth of students' cognitive ability. The approach also encourages high degree of student verbal and physical participation in the language classroom. The teacher-centred approach is characterised by the teacher planning the content, choosing the techniques of handling the subject matter, setting the assignment and directing the classroom activities.

Some of the studies on the teacher-centred and student-centred approaches include that of Jenks (1981) and Brady (1985). Analysing the two approaches, Jenks F.L. in Alatis et al (1981:216) stated that under the

teacher-centred approach the teaching strategies include the teacher directing and guiding learners to use learning materials. In this approach, the teacher makes adjustments in the manner of presentation; the teacher activities to attain the objectives of the teacher tailored programme. Under student-centred approach teaching strategies include the teacher selecting relevant teaching materials to suit the learner's learning objectives and techniques and assessing the learning process. From Jenks view, the type of approach is determined by teacher's activeness. In teacher-centred approach the teacher is more active than in student-centred approach, where the student is more active than the teacher.

Brady (1985:5), in his study of models and methods of language teaching has differentiated the teacher centred and student-centred strategies in teaching in general. His model has provided the underlying assumptions for the conceptual framework in this study.

Applied linguists suggest that student-centred strategies are better than teacher-centred strategies to be used in the FL classroom. Brumfit (1985:90), for example, suggested that the student-centred strategies are good because the students co-operate through full verbal and physical participation in the FL classroom. Valdman (1966:220) was another scholar who had similar suggestions to those of Brumfit. He contended that in teaching speaking skills enough oral drills and frequent practice sessions are vital so as to enable students to develop the speaking and listening skills. He insisted on free use of the language laboratory by the students. The recommended average time for speaking practice per student per day was proposed to be twenty minutes.



Directing practice strategy is not only necessary for teaching speaking skills but also for teaching reading skills. It could be very difficult to learn a language without practice. In the teaching/learning processes of the reading skills in the classroom the presentation and initiation stages should be shortened to enable the practice and further/freer practice stages to be long enough.

The literature surveyed indicated that the FL teacher is obliged to bring real situations to the classroom. That is to say real objects, actions and people should be used as teaching aid. Since the classroom is the only formal place where FL is taught and learnt real situations are to be brought into the classroom in form of real objects, charts, posters and pictures (Kibogoya, 1988:36; Chomsky, 1965). This study presupposes that such a strategy is difficult to use in the Tanzanian classroom setting where in most cases the teacher uses only the blackboard and chalk. The use of other teaching/learning materials is hindered by economic problems whereby the school lacks financial resources for buying materials like manilla sheets.

Johnson (1981) argued that language teaching strategies which the teacher used had to bring about meaningful images in the student, that is to say the student should visualise the necessity of learning a particular topic. Bringing real situations to the class, for example, can make the student feel that s/he is dealing with the real world and not non-existing world. The student must be involved in every stage of the lesson because "to learn is to do". Moreover, the FL teacher should tolerate errors from the students because in the inter-language stage of language development, that is, after



elementary stage, when a student tries to express something s/he is not sure how to say it is important feature of learning process. Normally the secondary school students in Tanzania are in the inter-language stage of English language development. It could be easy to teach such students but there are many factors which determine the choice of language teaching strategies.

### **2.3.2. Factors which determine the choice of language teaching strategies.**

Brumfit (1985) suggested that there are many environmental factors which influence the teaching process specifically the choice of teaching strategies. The factors cover the use of time, space, human and material resources in order to increase the efficiency of teaching. Besides, interaction affects pupil/teacher behaviours and content matter because "it is not just the teacher's transmission" strategies but the pupil's "reception" strategies which influence pupil performance" (Child 1986:87). Here Child was trying to point one factor which affects the choice of teaching strategies, that is, student's cooperation in the classroom. There are many sub-factors within the nature of the student which affect teachers' choice of teaching strategies. The student's linguistic background for example can affect the teachers' choice of teaching strategies. Students' interest on the target language can also affect the teachers' choice of teaching strategies. For example, Child, (1986) showed that some evidence has revealed a positive correlation between student's interest in a subject and the level of achievement in the subject. Thus interest and achievement are mutually enhancing. To add more, student's attitudes

towards the subject, the teacher and even the school matters. Therefore the student co-operation, interest and attitudes are crucial factors which affect the choice of teaching strategies.

The nature of the teacher himself/herself is a factor which affects the choice of language teaching strategies in the following ways: Teacher's social expectations (to do with the behaviour and grooming of children-the well behaved and better-groomed child being favoured) teacher's academic expectations of the students (the student's perceived academic ability); teachers tendency to entertain such expectations in mass instruction, by interacting with the few able students and neglecting the majority in the classroom; the teacher's personality qualities such as mastery of language, teaching experience and self-confidence matter in the choice of teaching strategies (Mackey, 1966).

Sociolinguistic context is another factor which affect the choice of teaching strategies. Child (1986) had it that a conducive sociolinguistic environment provides the student with opportunities for rehearsal of good practices. He said lectures, tutorials and seminars help to give theoretical background but good practice after classroom sessions are important. In the environment like the one in Tanzania where English Language practice is not existing outside the classroom, the teacher faces difficulties in choosing language teaching strategies suitable for reading and speaking skills. In most cases s/he would opt for teacher-centred strategies which do not demand students' practice out of the classroom.



The teaching/learning materials availability adequacy and sufficiency determine the teachers' choice of teaching strategies. Freudenstein R. in Alatis et al (1981:275) revealed the importance of these materials which, long before the advance of instructional technology they were called "teaching aids" but currently they are called "technological media". This study calls them "teaching/learning materials" because Tanzania's secondary schools are far from having language laboratories, computers and other linguistic technological media. Freudenstein said that these materials can serve four purposes namely; to help simplify the choice of teaching strategies; teacher's work is simplified; the use of mother tongue by the students can be avoided; the materials act as instruments of motivation. Hence the teaching/learning materials stimulate the learning process and simplify the teaching process.

The class size is another determinant of the choice of language teaching strategies. The smaller the class (10-20 students) the greater the tendency to choose student-centred language teaching strategies. The smaller the class the greater the tendency to integrate the language teaching strategies and the learning processes (Jakobovits, 1974:81). There is a causative relationship between the language teaching strategies used and the size of the class, that is, a big class (above 20 students) causes the preference of use of teacher-centred language teaching strategies like lecturing and talk-chalk, which would enable all students and not few students to learn.



## 2.4. The Language Learning Processes

The most precise definition of language learning process was advanced by Titone in Alatis et al (1981) which combined three theories. Firstly, the language learning process includes tactical operations which involve mental co-ordination and integration in order to form habit. The process in this sense is marked by conditioning (like Skinner's operant conditioning). This is behaviorist perspective to FL learning. The student uses learning strategies like repetition of sentences or words so as to internalise them. Reinforcement is important. Teachers should provide enough time for repetition and reinforcement in the classroom. In other words, the student-centred approach prevails.

Secondly, the language learning process is to form rules of the target language, to select, to programme operations and store the rules in long-term memory to retrieve later on. This is cognitivist perspective to FL learning. The student uses learning strategies like memorising, cramming and imitating and other strategies to aid the acquisition, storage, retrieval, and use of information. This is important for the teachers to understand that students have greater duty than teachers in the learning process. hence teachers' strategies should be ones which focus on language rule-learning activities and contextualisation (as in notional-functional FL teaching approaches). Even this definition advocates the student-centred approach.

Thirdly, the language learning process is to use learner's experiences. It consists of variables such as learner's schemata, world-view, attitudes, cognitive learning strategy, metalinguistic awareness etc. This is human

psychologist perspective of FL learning. The student uses learning strategies like self-directing, free reading, free writing and programming like listening to radio broadcasts. The teacher should take into consideration the students' abilities, aptitudes and attitudes and that the student always takes actions to make learning easier, faster, more enjoyable and more effective (Goethals, 1994). The teacher-centred approach prevails where guidance from the teacher matters. In Tanzanian secondary schools teachers tend to concentrate on few able students in the classroom and ignore others saying "They never learn". Therefore this definition is informative to teachers and researchers.

The language learning process therefore, facilitates the reversibility of activities in the FL classroom, that is, in the teaching process the student learns from the teacher who learns from the student. Teaching is "spiral" rather than linear, that is, there is integration and overlapping in the teaching/learning process. The teaching process is adaptive to the abilities of the students. In Tanzania classroom there are few activities done within the time allocated for English language subject hence there is insufficient time for reversibility of activities, integration and overlapping of the classroom processes and teacher's consideration of students' personalities. Most of the classroom time is dedicated to question-answer sessions of the low level (recall) (Kyando, 1993). hence a need for this study.

In the reading skills classrooms, Brumfit (1985:90) suggested that the "silent way" learning strategy is conducive whereby the students read texts silently expecting to learn something and work on their own



especially in a language laboratory. Whenever the student has a problem s/he consults the teacher. In speaking skills it is advisable to employ suggestopaedia strategies whereby students' repetitions are important as they are conditioned on the language. Exposure to the intonation and pronunciation of the target language is important. This can be done through playing cassettes with relevant words, sentences and paragraphs so as to repeat and internalise them.

The overt learning processes can be observed in the classroom by observing the students' verbal and physical behaviours and activities. A student answering an oral question correctly can be regarded as having formed the right concepts and made the right generalisations hence s/he is applying the generalisations, in other words the process of learning is going on in him/her (Taba, 1963). A student reading a passage then comprehending the ideas from the passage as expected, a student attending (listening) seriously to the teacher and performing a non-verbal action like nodding is said to be learning (Burt and Dulay in Alatis et al 1981). A student explaining with confidence to defend a point is said to be learning.

#### **2.4.1. Factors Affecting Learning Processes**

Apart from the factors mentioned above, that is, the students' co-operation, interest and attitudes, the nature of the teacher, the sociolinguistic context, the availability of T/L materials and the class size which affect both teaching and learning processes, the following solely affect the learning process. First, the students' learning techniques affect the learning process. The effectiveness of the learning technique has



bearing on the extent of learning process.. The notion that students vary widely in their aptitudes and abilities they bring to the FL classroom is applicable here. Second, the students' aspirations and objectives of learning the FL affect the learning process. For example if the national goal is to study English language to enable students understand subjects taught through the language, if the student does not aspire to continue with studies, his/her learning processes would not take place as expected whichever teaching strategies the teacher used in such a student's classroom. Therefore the closer the students' objective to the national objectives the better the learning process.

## **2.5. The Rationale for integrating language teaching strategies and learning processes.**

Language learning can be likened to an industry in which the input is the language teaching strategies and its related variables such as teachers' personality and academic qualities, the sociolinguistic context and availability of T/L materials, the students' cooperation and interests. This input is processed in the learning process. The learning process selects right materials for good outcome (good performance of the language skills). The selection is of right learning techniques and strategies by the student. Therefore the student has a greater responsibility in the learning process than the teacher (Van Lier 1988:24).

Certainly language teachers frequently follow the presentation, practice and further/free Practice (PPP) methodology of language teaching in the classroom but do they really have the students' production of the

target language as their goal? This is doubtful. In most cases the goal is to cover the syllabus and not the students to use the language with proficiency after the course. There is a need, within language teaching, for a commitment to trying to control not only the input but actually the learning process and what is learnt (outcome). This is the rationale for integrating language teaching strategies and learning processes. To support this view Gage (1978:63) commented that the FL teacher is the facilitator, helper, advisor, coordinator and resource person who has a great obligation of making sure that the learning process of the other person (student) does occur and the outcome which is improvement in the language performance is good. By trying to facilitate the learning process the teacher uses teaching strategies which are the right ones for the particular learner's age, level ability and context.

Further, learning involves both teacher and student roles. The role relationship between the teacher and the student is the essence of integrating teaching strategies and learning processes in the FL classroom. This is because the teacher and the student, as experienced members of the classroom community in a particular society bring with them their own perceptions of what constitutes language teaching, language learning and language outcome. Therefore both the teacher and the student are jointly vested with the responsibility to create, promote and sustain learning opportunities in the FL classroom. Both the teacher and the student are expected to do their roles through meaningful interaction and co-operation. This is not a new phenomenon. Widdowson (1979) observed that during the less complicated days of audiolingualism and structural teaching, the teachers ostensibly knew what they were supposed to teach and the



students ostensibly knew what they were supposed to learn. This was primarily because structural textbooks carried at the beginning of every lesson a list of grammar and vocabulary items which were the focus of that particular lesson. Hence choice of teaching strategies was simple. Recent trends in FL pedagogy lay a greater emphasis on teacher and students perceptions of classroom aims and activities which facilitate language learning for occupational and academic purposes. Linguists tend to emphasise the "performance" propounded by Chomsky (1965) in the FL classroom rather than the "competence" part of language learning. This means that the student learns the language functionally or for his/her personal use immediately or later in life and not simply learning the FL for simple purposes as passing the target language's examination. Some linguists call this situation "communicative Approach to language teaching". In this modern approach the integration of teaching strategies and learning processes is emphasized.

In the account of the above explanations it is, then, fairly safe to assume that the narrower the gap between teacher intentional operations and learner interpretation, the greater are the chances of achieving desired learning outcomes. Although this gap is a crucial factor in FL pedagogy, very little research has been conducted to assess potential sources of mismatch between teachers intended teaching strategies and the students' learning processes, hence the present study.

What is the rationale for integrating language teaching strategies and learning processes in improving the teaching of English language in Tanzanian secondary school classrooms? Integrating language teaching



strategies and learning processes is important because it makes FL teaching easier and more successful by making the language teacher choose teaching strategies which are related to the learning processes of all students. For example, directing group discussions to facilitate language practice learning process.

The English language teacher should ask himself/herself before actual teaching the questions: which strategies can be used for the particular class with particular students' learning strategies? What specific learning outcomes are intended and expected? To answer these questions is to find language teaching strategies to attain the T/L objectives, that is, which integrate with the learning processes.

In the instructional process implementation of the strategies involves a careful instructional organisation by the teacher, and careful, verbal interaction and interperson interaction. Furthermore, there are some factors which affect the choice and use of teaching strategies to be considered by the teacher. Sebatane's (1991:1) study in Lesotho primary school classrooms revealed the following factors:

The school management, teacher's qualifications, physical facilities, class size, shortage of staff, pupil/teacher ratio, adequacy and quality of teaching materials and equipment and general school climate.

Sebatane writing on the classroom instruction in general argued that the only way to improve the situation despite all these factors was to

improve the classroom interaction strategies and not clinging to the chalk-and-chalk pedagogical strategies employed by many third world teachers.

## 2.6. Conceptual Framework

The focus of this study was on the integration of language teaching strategies and language learning processes in a Foreign Language (FL) classroom. A language teaching strategy is a set of operations for imparting skills and knowledge of a target language to the student under specific objectives. At the sametime, the language learning process consists overtly of learning techniques and strategies employed by the learner and covertly, of unconscious mental operations for acquisition of language (Stern 1983:339).

Language teaching strategies and learning processes in this study were viewed in the broader context of teacher-centred and student-centred activities. Brady (1985) viewed these activities in terms of underlying principles which could be translated into actual language teaching strategies and the associated learning processes.

Brady (1985) summarised the principles underlying the teacher-centred and student-centred strategies as shown in table 2.1 below.

Table 2.1 The Difference between Teacher-centred Approach and Student-centred Approach.

Exhibit 1-2 The Continuum of Teacher-centred and pupil-centred methods

Teacher-centred	Pupil-centred
<ul style="list-style-type: none"> <li>- Views learning as acquisition of knowledge; intellectual development</li> <li>- Teacher's main function is to instruct</li> <li>- Emphasises teacher as judge, censor</li> <li>- Teacher selects learning experiences</li> <li>- Encourages teacher-pupil interaction</li> <li>- Emphasis on tests and grades</li> <li>- Does not encourage group work</li> <li>- Evaluation is a teacher responsibility</li> <li>- Emphasises teacher control</li> </ul>	<ul style="list-style-type: none"> <li>- Views learning as acquisition of experience: effective development</li> <li>- Teacher's main function is to evoke</li> <li>- Emphasises teacher as facilitator supporter</li> <li>- Pupils contribute to selection of learning experiences.</li> <li>- Encourages pupil-pupil interaction</li> <li>- Emphasis on less traditional evaluation</li> <li>- Encourages the use of groups</li> <li>- Evaluation is jointly determined</li> <li>- Emphasises pupil participation</li> </ul>

Source: Brady (1985:5).

As shown in table 2.1, Brady put the two types in a continuum in which on the left there are the assumptions underlying the teacher-centred strategies. Under the teacher-centred approach, teaching is viewed as imparting knowledge for students' acquisition and mental development. The teacher mainly instructs and commands as a judge. There is teacher-pupil interaction whereby the pupil is assumed to be *tabula rasa* expecting to get knowledge from the teacher. Therefore in teacher-centred approach the teacher controls every behaviour and activity in the classroom. On the



other hand in the student-centred approach, teaching is viewed as free acquisition of knowledge by the student through affective development. Hence free practice activities and group discussions would prevail. The teacher mainly support the learning as an advisor or facilitator. There is pupil-pupil interaction whereby the pupils exchange their experiences and learn from each other and from the teacher who learns from them. Therefore in the student-centred approach pupil self evaluation and full participation dominate in the classroom.

In consideration of Brady's principles, variety of opinions can be deduced concerning the relationship between language teaching strategies and learning processes. The relationship between the two sets of variables can be represented according to the association of each language teaching strategy and the resulting learning process. Table 2.2 below displays the two sets of variables and their relationships.

Table 2.2. A Model showing the Relationship Between the Language Teaching Strategies and the Learning Processes.

Language Teaching Strategies	Language Learning Processes
Story telling	<ul style="list-style-type: none"> <li>. Word relationship</li> <li>. Encoding pronunciation</li> <li>. Encoding of word meanings</li> </ul>
Pictorial demonstration	<ul style="list-style-type: none"> <li>. Transferring of knowledge</li> <li>. Internalisation</li> </ul>
Patterning of items	<ul style="list-style-type: none"> <li>. Pairing parts of sentences</li> <li>. Word arrangement</li> <li>. Matching language items</li> </ul>
Categorization	<ul style="list-style-type: none"> <li>. Arranging language items according to subtopics</li> <li>. Characterizing language items</li> </ul>
Imitation	<ul style="list-style-type: none"> <li>. Approximation of the model</li> <li>. Attending to the discourse</li> <li>. Practising</li> </ul>
Contextualisation	<ul style="list-style-type: none"> <li>. Relating texts to daily life</li> <li>. Retrieving</li> </ul>
Personification	<ul style="list-style-type: none"> <li>. Relating word items to living things</li> <li>. Recognition of information</li> </ul>
Dramatization	<ul style="list-style-type: none"> <li>. Role playing</li> <li>. Relating word items to living things</li> </ul>
Repetition	<ul style="list-style-type: none"> <li>. Attending to the language items</li> <li>. Internalisation of language items</li> </ul>

Source: Own Survey (August, 1994)

Table 2.2 attempts to explain the relationships. Story telling teaching strategy as an introduction to the reading skills lesson results into such learning processes as students making word relationships and transferring the knowledge they encode in the story to the passage read in the lesson; encoding pronunciation of words and word meanings. Pictorial demonstration teaching strategy results into students transferring the knowledge from the picture to the skills they learn, then the students internalise the knowledge. A teacher can enter into the classroom and display T/L materials like manilla sheets or video show and demonstrate a topic-paying attention is the learning process. In short, the teacher-centred language teaching strategies warrants the teacher to schedule activities and make adjustments according to his/her objectives and not necessarily students' needs. The students just cram or memorise what they are being commanded.

The student-centred strategy - directing free work in language lab, is interrelated to practising learning process whereby a student stays in the language laboratory without the teacher for twenty minutes everyday to practise spoken language. The teacher, directing oral drills strategy is interrelated to practising and repeating learning processes whereby all students repeat words or sentences said by the teacher. When they repeat for several times they are practising them hence the learning process is assumed to be taking place. When the teacher directs all the students to read silently or aloud the expected learning process is comprehending, that is, perceiving the content of the text. Sometimes the teacher guides



students to use their language experiences by asking them situational questions. The expected learning process here is transfer of knowledge from what they know to what they are learning at the moment. When all students sit in a semi-circle and discuss sentences or word meanings, the expected interrelated learning process is retrieving, that is, recall of past experiences and transferring. When the teacher asks questions and the student answers them correctly and defend his/her answer s/he is learning.

An adaptation of teacher-centred/learner-centred teaching strategies and learning process variables was therefore valuable in explaining the observed teaching and learning behaviours/activities in the Tanzanian English language classroom. The teacher-centred/learner-centred teaching/learning variables were used to identify and establish the language teaching strategies used by English language teachers while teaching reading and speaking skills in the classroom; locating factors and constraints which affect the teachers' choice of such strategies; identifying the relationship between the teaching strategies and the learning processes in the classroom.

Chapter three discusses the research procedures and methodology employed in the study.

## CHAPTER THREE

### 3.0. RESEARCH METHODOLOGY

This chapter describes the methods and tools used to obtain data. The study used the case study approach to examine the problem of integrating English language teaching strategies and learning processes in Tanzanian secondary school classrooms. This approach was thought to be appropriate for two reasons: first, only three months were allocated for the field work so it was relatively short time and given interruptions in the schools such as holidays, it was impossible to study all the secondary schools in the country. Second, the study relied greatly on indepth observation which was rather demanding. Observing many schools would result into hurried procedures, inadequate and superficial information.

The procedures followed in obtaining the data are discussed under the following scheme:

- (a) The description of the population
- (b) Sample characteristics and rationale
- (c) The Description of Instruments

#### 3.1. The Description of the population

##### 3.1.1. Area of the Study:

This was a case study on integrating English language teaching strategies and learning processes in the classrooms of secondary schools.

There are thirteen secondary schools in Morogoro urban and rural districts out of which two schools were studied which is a representation of 15%. Two secondary schools were chosen on the assumption that they would have all the characteristics observable in other secondary schools.

### **3.1.2. Target Population:**

The target population in this study was of two categories, the first category being 140 Form three students who were to be observed in their classrooms and who were to fill the questionnaires. Form three students were thought to have confidence in English language so as to express themselves orally in the classroom and to reveal characteristics representing mastery of the overt learning processes of reading and speaking skills to be observed. It was hoped that such students could tell useful things about their learning strategies/processes during learning to read and speak. Their views would be used to discuss the teaching/learning processes of the English Language as demanded by the research.

The second category of participants included 18 English Language teachers teaching in the selected schools. These teachers were thought to be the best respondents for the observation of the language teaching strategies in the classroom. Their behaviours/activities during classroom interactions were demanded by the study because they revealed the language teaching strategies used. It was hoped that these teachers could provide first hand information in filling in the questionnaires and during interviews, such information could be useful for the analysis and discussion of the findings.



The following section deals with the sample characteristics and Rationale. This includes the sampling procedure, the school sample, the class sample, the teachers sample and the students sample.

### **3.2. Sample Characteristics and Rationale**

#### **3.2.1. The sampling procedure:-**

Due to the nature of the study, purposive non-probability sampling was applied. Non-probability sampling (also known as convenience sampling) is appropriate because it allows the researcher to select respondents deliberately to meet resource constraints and accessibility of respondents (Leedy, 1989). However, non-probability procedures are not valid for obtaining a sample that is representative of a large population group. Despite this weakness there are some instances when use of non-probability sampling is inevitable. In such instances non-probability sampling provides viable means for collecting data (Leedy, 1989).

It was assumed that in the case of a study involving observation of classroom interaction as in the present study, generalisation of findings for the whole country would be rather unrealistic.

#### **3.2.2. The school sample:-**

The sample of the study was selected out of thirteen secondary schools in Morogoro Urban and Rural districts (Table 3:1). The districts have 8 form one to four secondary schools; 4 schools have forms one to six; one school has only form five and six. Among the thirteen schools one is government boys secondary school, one is a government girls secondary

school and 11 co-education secondary schools. Among the thirteen schools 5 are private secondary schools (including seminaries) and 8 are government schools.

Table 3:1 Distribution of secondary schools in Morogoro Urban and Rural Districts.

Description	Number of schools	Number of Forms	Location
Government boarding boys	1	1-6	Rural
Government boarding girls	1	1-6	Urban
Government co-education	5	1-4	Rural/Urban
A' level government	1	1-2	Rural
Private	2	1-6	urban
Seminaries	3	6/4/4	Urban
Total	13	60	

Source: Teaching Practice Report - University of Dar es Salaam (1993)

The number of schools involved in the research:-

Two secondary schools were involved in the study. One rural school from Morogoro Rural district (School A) and one urban school from Morogoro Urban district (school B). The rural school is about 22 kilometers away from Morogoro town (Morogoro regional headquarters), whereas the urban school is in the centre of Morogoro town. School A is a rural, boarding school while school B is an urban, day school. School A has forms one to six and school B has forms one to four, (Table 3:2).

Table 3:2 The Number of streams Per school

School	Form One	Form Two	Form Three	Form four	Form Five	Form Six
A	3	3	3	3	3	3
B	6	6	6	6	-	-

Source: Own Survey (August-October, 1994)

As shown in Table 3:2 in school A Form three has got 3 streams and school B has 6 streams, but two form three streams from each school were used for the study, which makes four classrooms for classroom observations. The average population of students in school A (Form 1-6) is 630 and in school B (Form 1-4) is 960. However, the number keeps on changing because of transfers of students into and from the schools.

### 3.2.3: The class sample:-

The choice of form III was deliberate. Form three, among the six secondary school classes, would be ideal for this study. It was assumed that there was the highest concentration of the teaching and learning of reading skills (language 3) and speaking skills (discussions) in comparison to form one, two and four. Since the research was centred on the learning processes, it was assumed that Form I and II would not have acquired enough English language competence and confidence to express themselves freely in the classroom. The assumption was based on the students' linguistic background where Kiswahili is the medium of instruction in primary school.



Form I and II students would not be able to sustain lengthy discussion in English because in primary school English teaching does not promote long discussion. The form IV students were not used for the research because they were preparing for their final national Form IV examinations. Their involvement in revision would interfere with the research. Form V and VI would not make a fair comparison because their number is normally much smaller than forms I-IV.

#### **3.2.4: The teachers sample:-**

The choice of English language teachers teaching in the selected schools was based on the following factors:-

- (a) It was assumed that these were qualified teachers for teaching English language in Tanzanian secondary school classrooms. They were expected to be either holders of Diploma in Education with English language option or first Degree in Education with English language option. Therefore their information would be useful because they were fully trained English language teachers by national standards.
- (b) It was further assumed that each of the teachers had English language teaching experience of not less than one year in secondary schools. Hence they would be familiar with the language teaching strategies and students' language learning behaviours in their classes, hence it would be easy to reveal the demanded information for this study.

Therefore, in total 18 teachers were used as sample, 6 teachers from school A and 12 from school B. Four teachers were observed in the

classroom and interviewed and all 18 teachers were asked to complete questionnaires (Appendices D and E). In the classrooms, the teachers' behaviours and activities were recorded in the observation form (Appendix B) and later summarised in the synoptic chart (appendix C)

### 3.2.5. The students sample:

This group included 140 Form Three students from school A and school B. The students were observed in the classrooms and their behaviours and activities were recorded in the observation form and later summarised in the synoptic chart. (See Appendix B & C).

Table 3:3 The Students' Sample.

STREAM	SCHOOL A	SCHOOL B
3A (SCIENCE)	35	-
3C (ARTS)	35	-
3D (COMMERCE)	-	35
3E (SCIENCE)	-	35
TOTAL	70	70

Source: Own Survey (August-October, 1994)

Table 3:3 shows the streams observed and their combinations as well as the number of students involved in the data collection procedure.

### **3.3. The Description of Instruments**

The following section deals with the description of instruments. It includes data collection techniques and instrumentation, validation of instruments and data analysis procedure.

#### **3.3.1. Data collection Techniques and Instrumentation**

Several data gathering techniques were employed in this study. They included documentary review, questionnaires, observation and interview.

##### **3.3.1.1 Documentary Review**

Primary and secondary documents were reviewed. Primary sources included teachers' lesson plans which gave a hint of language teaching strategies. The English language inspector's report was also reviewed. It gave indepth information of English language teaching and learning going on in the school. Some factors influencing the teaching and learning processes were obtained from this report.

Secondary sources included books, pamphlets and journals, such documents contained information on language teaching/learning processes which covered experiences of the processes from Tanzania and other countries.

##### **3.3.1.2. Questionnaires**

Two questionnaires which contained open-ended and close-ended questions were designed for the students sample and the teachers sample (Appendices E and F). The students' questionnaire had questions which probed into the students views on the teaching strategies and learning



processes in reading and speaking skills. The questionnaire probed into students constraints in learning the two skills. The teachers' questionnaire had questions which gave information on their qualifications, teaching experiences and their views on the language teaching strategies, factors determining choice of language teaching strategies, and how the teachers relate the language teaching strategies and learning processes when teaching reading and speaking skills in the classroom.

### 3.3.1.3. Observation

#### (a) Observation instruments:-

Three observation instruments were used. The first one was the observation form (appendix B) which was used to tally the activities and behaviours noticed in the classroom. The second one was the "synoptic chart" in which the dominant language teaching strategies and learning processes observed in the classroom were entered after the class session. The third one was tape recorder which was used to tape the verbal interactions in the lesson to assist the observation (see one of the transcriptions in Appendix A)

#### (b) Observation Procedure:-

In each observed class session the researcher sat at the back of the classroom as an ethnographer. She then filled in the introduction of the observation forms (see appendix B), that is, date, class, number of students and lesson objectives. When the lesson started the researcher observed both the teacher and students. She was observing a mass instruction as opposed to individualised instruction. Hence sometimes she tallied for

individual student's behaviours/activities and sometimes for several students or the whole class and wrote the tallies under "P" in the observation form. The behaviours/ activities of teacher were tallied under "T" in the observation form.

The language teaching strategy is comprised of a number of behaviours/activities of the students and the teacher, thus the particular language teaching strategy and learning process were recorded after every five minutes after concluding the dominant behaviours/activities within the five minutes. At the same time the constraints which the particular class session encountered were written down.

After the lesson the researcher entered the summary from the observation form into the synoptic chart (Appendix C). In six class sessions tape recording was done as well so as to replay the verbal interaction to confirm the information collected during the class session. Later the taped materials were transcribed and used to enter information into the synoptic chart (Appendix C).

Data required to be obtained through observation were the dominant language teaching strategies used by teachers, the dominant overt learning processes shown in the classroom and constraints which inhibited the classroom processes within the 20 lessons which were observed. Other issues concerning classroom language pedagogy in general were also marked.

#### **3.3.1.4. Interviews**

The interviews were conducted to enable the respondents to express themselves in depth. Each of the four teachers whose lessons were observed was interviewed (Appendix D).

Data required to be obtained from interview were the prevalent language teaching strategies used by the teachers, how the teachers attempted to integrate language teaching strategies and learning processes in the classrooms; and the constraints which they faced.

#### **3.4. Validation of Instruments**

The questionnaires and observation schedules were tried out at Mzumbe secondary school to ascertain their validity and appropriateness. The school was assumed to have characteristics similar to those in the study area. The data obtained from the try-out exercise enabled the researcher to make some modifications such as cancelling the questionnaire for Heads of schools which was found to be uninformative for the study; omitting some questions from the students questionnaire.

The questions which were omitted were:-

- which subjects are you taking?
- Why did you choose such subjects?
- In your opinion is English language a difficult subject?
- Write down four subjects which you like and four subjects which you dislike.



Another modification was to develop a better observation instrument for this particular study. Instead of using Bellack's model, the researcher developed two forms - observation forms (Appendix B) and the synoptic chart (appendix C).

### **3.5. Data analysis procedure**

#### **Analysis of Data from observations:-**

The data obtained through observation were both qualitative and quantitative. The factors which determined the choice of teaching strategies were qualitative. The teaching strategies used by teachers and overt learning processes were quantitative in that they required summing up the frequencies of strategies and processes observed in the classroom for all 20 class sessions observed. Then the totals were compiled in tabular form for averaging and computations into percentages ready for analysis and discussion.

#### **Analysis of Data from Teachers interview:-**

The teachers interview was to reveal information on the teaching strategies the English language teachers used in relation to the learning processes and to reveal the constraints the teachers encountered in the class sessions. Their responses were compared to see where they agreed or disagreed ready for qualitative analysis.

#### **Analysis of Data from Documentary Review:-**

The review of teachers lesson plans produced information which was relevant in testing the research hypotheses.

The review of English language inspectors' report produced information which was relevant in the factors seeking hypothesis.

#### **Analysis of Data from Questionnaires:-**

The data dealing with the language teaching strategies used by teachers - were tabulated together with the numbers and percentage of respondents.

The data showing the factors determining choice of language teaching strategies were also tabulated together with the numbers and percentage of respondents.

The data dealing with the relationship between the language teaching strategies and learning processes were subjected to descriptive analysis.

The data giving the constraints that teachers and students encountered in teaching and learning of reading and speaking skills - the total number of respondents for each of the constraint identified were converted into percentage and then tabulated.

The data collected through all the instruments were summarised in a descriptive and/or tabular form. Then they were qualitatively analysed in order to find the relationship of the variables.

The chapter which follows presents, analyses and discusses the findings of the study.

## CHAPTER FOUR

### 4.0. PRESENTATION OF FINDINGS AND DISCUSSION OF RESULTS

This chapter presents and discusses the research findings. The research objectives were: to identify and to establish the language teaching strategies used by English Language teachers in the classroom; to investigate the factors which determine teacher's choice of language teaching strategies, to examine the nature of the relationship between language teaching strategies and student learning processes in reading and spoken language; and to identify constraints to effective use of teaching/learning strategies in English Language classrooms. The chapter is divided into two parts. The first part deals with data presentation and analysis while the second part discusses the findings. The discussion focuses on the language teaching strategies used by English Language teachers; factors determining choice of language teaching strategies; the relationship between language teaching strategies and learning processes; and the constraints to effective use of teaching/learning strategies.

#### 4.1. DATA PRESENTATION

##### 4.1.1. The Language Teaching Strategies Currently used by English Language teachers in selected secondary schools

The first objective of this study sought to identify and establish the language teaching strategies used by English Language teachers. The findings showed that English language teachers used student-centred strategies more frequently than teacher-centred strategies. Table 4.1(a)



summarises the observed language teaching strategies which dominated during reading skills class sessions.

Table 4.1(a) Summary of observed language teaching strategies used by teachers in Reading Skills lesson. (Classroom Observation)

Strategy	Type	Frequency of use (sessions)		Frequency of Non Use (sessions)	
		Number	%	Number	%
1. Organising silent reading	Student-centred	4	40.0	6	60.0
2. Guiding reading aloud		3	30.0	7	70.0
3. Guiding group/class discussion		3	30.0	7	70.0
4. Asking questions from the text read	"	3	30.0	7	70.0
5. Instructing	Teacher-centred	2	20.0	8	80.0
6. Explaining	"	2	20.0	8	80.0
7. Talk-chalk	"	1	10.0	9	90.0
8. Lecturing	"	1	10.0	9	90.0

N.B. total Number of sessions observed - 10

Source: Own survey (August-October, 1994)

Student-centred strategies observed included: the teacher guiding reading aloud which was dominant in 3(30.0%) sessions out of 10 sessions observed. The teacher organising silent reading dominated in 4(40.0%) sessions out of 10 sessions observed. The teacher guiding group or class discussion dominated in 3(30.0%) out of the 10 sessions observed and asking questions from the text read dominated in 3(30.0%) sessions. Teacher-centred strategies observed included: Instructing, that is giving instructions on a certain theme of the book or characters. This was observed in 3(30.0%) sessions. Talk-chalk, that is, the teacher speaking while using chalk to write points on the blackboard. This dominated in 1(10.0%) session. Explaining, that is, the teacher elaborating a topic, dominated in 2(20.0%) sessions. Lecturing, that is, the teacher speaking throughout the session was observed only once (10.0%).

Student-centred strategies were used by teachers more than teacher-centred strategies in teaching reading skills. This was because the number of sessions the student-centred strategies dominated were more than those in which teacher-centred strategies dominated.

Table 4.1(b) presents language teaching strategies used by teachers in teaching speaking skills. These were observed in the classroom.

Table 4.1(b) Summary of observed language teaching strategies used by teachers in Speaking Speaking Skills.(Classroom Observation

Strategy	Type	Frequency of use (sessions)		Frequency of Non-Use (sessions)	
		Number	%	Number	%
1. Guiding group/ class discussions	"	5	50.0	5	50.0
2. Asking questions for speech exercise	"	4	40.0	6	60.0
3. Instructing	Teacher-centred	4	40.0	6	60.0
4. attending individual work	"	2	20.0	8	80.0
5. Directing oral drills	Student-centred	2	20.0	8	80.00
6. Talk-chalk	"	2	20.0	8	80.0
7. Explaining	"	1	10.0	9	90.0
8. Lecturing	"	1	10.0	9	90.0

N.B. Total number of sessions observed - 10

Source: Own survey (August-October, 1994)



Table 4.1(b) summarises the observed language teaching strategies in the speaking skills class sessions. Student-centred strategies observed included: the teacher directing oral drills 1(10.0%) session; teacher attending individual work 2(20.0%) sessions, teacher guiding pair/group/class discussions was the leading strategy accounting for 5(50.0%) sessions; teacher asking questions for speech exercise was observed in 4(40.0%) sessions.

The teacher-centred strategies observed when teaching speaking skills included: teacher instructing 4 (40.0%) sessions, teacher talking using blackboard 2(20.0%), teacher explaining in 1(10.0%) session and teacher lecturing in 1(10.0%) session.

Student-centred strategies were used in teaching speaking skills more than teacher-centred strategies. This was because the number of sessions the student-centred strategies dominated were more than those in which teacher-centred strategies dominated.

Table 4.2(a) presents the language teaching strategies used by teachers in teaching speaking skills obtained from questionnaire returns.

Table 4.2(a): Language Teaching strategies teachers use in teaching speaking skills. (Questionnaire responses).

Strategy	Strategy type	Respondents Accepted	%	Respondents not Accepted	%
1. Guiding pair/group/class discussion	Student-centred	11	61.1	7	38.9
2. Free classroom activities e.g. dialogue, debate	"	11	61.1	7	38.9
3. Conducting repetitions (individual or chorus)	"	11	61.1	7	38.9
4. Oral presentation of book summaries by students	"	10	55.6	8	44.4
5. guiding students to speak	"	9	50.0	9	50.0
6. Oral drills done in groups	"	5	27.8	13	72.2
7. Organising role playing and drama	"	4	22.2	14	77.8

N.B: Total number respondents = 18

"Accepted" means teachers who agreed in the questionnaire

Source: Own survey (August-October, 1994)

Table 4.2(a) presents the language teaching strategies teacher used in teaching speaking skills. The table shows that only student-centred strategies were used. The leading language teaching strategy is teacher guiding pair/group/class discussions which accounted for 11(61.1%). The other leading strategy was the teacher conducting repetition exercises which also accounted for 11(61.0%). The least suggested language teaching

strategy was the teacher organising role playing and drama which was indicated by only 4(22.2%) teachers.

Table 4.2(b) Language Teaching Strategies Used by teachers in Teaching Reading Skills  
(Questionnaire responses) N = 18

Strategy	Strategy type	Respondents Accepted	%	Respondents not accepted	%
1. Dividing Reading activities among students	Student-Centred	13	72.2	5	27.8]
2. Making students read many books (extensive reading)	"	11	61.1	7	38.9
3. Giving students leading questions	"	9	50.0	9	50.0
4. giving students time essays on the text	"	5	27.8	13	72.2
5. Role playing by the students	"	5	27.8	13	72.2
6. Students interpreting the writer's intention	"	5	27.8	13	72.2
7. Relating text to learners' experience	Student-centred	3	16.7	15	83.3
8. Teacher making notes for the students from texts	Teacher-centred	3	16.7	15	83.3
9. Teacher reading for the students and explaining	Teacher-centred	2	11.1	16	88.9
10. Emphasizing reading in groups and discussing	Student-centred	0	0.0	0	0.0

Source: Own Survey (August-October 1994)



Table 4.2(b) shows the language teaching strategies teachers used in teaching reading skills. It shows that most teachers used student-centred strategies. The leading strategy was teacher dividing reading activities among students which accounted for 13(72.2%). Teachers who admitted using teacher-centred strategies were 3(16.7%), that is, the teacher making notes for the students from the text giving the monitor of the class the notes to write on the blackboard for all students to copy in their exercise books. Teachers who accepted that they read the text for the students then explained the content of the text to the students were 2(11.1%).

Information from the observations, the questionnaires and the interview, indicated that the language teaching strategy which was most frequently used in the reading skills classrooms was students taking turns to read sections of comprehension passages. Students were asked to read aloud one by one three or four sentences each, while the teacher corrected pronunciation of words. In most cases only a few students got the chance to read before the passage came to an end. Reading aloud was followed by question-answer sessions, in which the teacher asked comprehension questions from the passages and students answered (an illustration is found in, Appendix A). After this session students were given a written exercise on the passage. The exercise was normally corrected in the classroom in the following lesson.

According to the analysis, the other leading strategy observed in the reading skills class sessions was teacher organising silent reading. In 4 class sessions observed the dominating strategy was the teacher organising silent reading activities. The teacher told the students to read a portion of

the text for two to ten minutes silently, then conducted an oral question-answer session for few minutes. Later s/he organised silent reading again followed by oral question-answer session-the same trend until the end of the class session.

The findings generally showed that English language teachers used student-centred language teaching strategies more frequently than the teacher-centred language teaching strategies. This was because 11(61.1%) teachers used strategies which emphasised student-centred activities more frequently than teacher-centred ones. Overall 7(38.9%) teachers used teacher-centred strategies more frequently than student-centred ones. The data from the observations, the questionnaire and the interview disagree with the hypotheses that most English language teachers rely on teacher-centred rather than student-centred language teaching strategies.

#### **4.1.2 Determinants of choice of Language teaching strategies.**

The second objective of the study sought to investigate factors which determine the teacher's choice of language teaching strategies. The findings showed that the most prevalent factors included availability of facilities, class size; interest and linguistic background of the students; teacher's training, language competence and experience; and socio-linguistic situation.

Table 4.3 presents the immediate factors affecting the choice of language teaching strategies.



Table 4.3: Immediate factors affecting the choice of language teaching strategies (most to least prevalent).

N = 18

Factor's	Respondents	%
Availability of facilities	11	61.1
Class size	10	55.6
Linguistic background of students	8	44.4
Shortage of textbooks	5	27.8
Teachers Mastery of subject matter	2	11.1
Ability of the students	1	5.6
Teachers' teaching experience	1	5.6
The English syllabus	0	0.0

Source: Own Survey (August-October, 1994)

The most prevalent factor was availability of facilities which was accepted by 11 (61.1%) out of 18 teachers who filled the questionnaires. The facilities include the teaching/learning materials like manilla sheets, pictures, real objects, textbooks as well as the classroom facilities like sockets, desks and chairs. The inspectors' reports reviewed expressed concern over the dearth of teaching/learning materials (text-books). There was a tendency for the teacher using lecturing strategy (teacher-centred) if the size of the class was big. Some students were also sharing desks, chairs and textbooks. This was noticed in the selected schools where sharing of learning materials was a normal event. The least factor that affected the teaching strategies was the English syllabus in which none



(0.0%) of the teachers reported it as a factor influencing the choice of language teaching strategies. It was interesting to learn from the teachers that the syllabus was just a guide and a guide or a blue print is there to guide and not to force the teachers to follow everything written in it. Therefore all the eighteen teachers responded negatively to the fact that English syllabus had influence on the the choice of language teaching strategies.

The most prevalent factor influencing the choice of teaching strategies was the teachers' personality. The teachers who pointed it out were 9(50.0%). The teacher's personality is interrelated to the choice of language teaching strategies. How? The linguistic nature of the teacher is one of the variables discussed fully by Billows (1966) who said that a long experienced teacher in teaching a FL who has high communicative competence and the ability to teach tends to use using student-centred strategies. A new teacher to the profession, with insufficient language proficiency and ability to teach would use teacher-centred strategies most of the time to show off that s/he can teach anyway.

The least prevalent factor was students' learning techniques which none (0.0%) of the teachers pointed it out. These findings show vividly that there is a problem of integrating the English language teaching strategies and the students' learning processes in the classroom. It is not possible for the teacher to integrate the language teaching strategies and students' learning processes if s/he does not know the students' learning strategies and techniques (Brumfit et al, 1983). Therefore, choice of language teaching strategy depends on the students' learning strategies and techniques and not on directives from the Ministry of Education or from the syllabus.

The findings revealed that a number of factors determined the teachers choice of language teaching strategies. The main ones being availability or non availability of teaching/learning materials and class size, teachers competence and experience thus confirming the second study hypothesis.

#### **4.1.3. The Relationship between the Language Teaching strategies and learning processes**

The third objective of this study sought to examine the relationship between the language teaching strategies and learning processes in the classroom. In other words, the researcher was interested to find out whether or not English language teachers integrated the language teaching strategies and the students' learning processes. Before analysing the relationship, tables 4.4(a) and 4.4(b) show the observed learning processes in reading skills and speaking skills classrooms.

Table 4.4(a) presents the 7 dominant learning processes observed during the reading sessions.

Table 4.4(a) Summary of Observed dominant learning processes in Reading skills classrooms.

Process	Frequency observed (sessions)		Frequency not observed (sessions)	
	Number	%	Number	%
1. Comprehending	4	40.0	6	60.0
2. Reading with confidence	4	40.0	6	60.0
3. Answering questions correctly	3	30.0	7	70.0
4. Cramming	2	20.0	8	80.0
5. Explaining with confidence	2	20.0	8	80.0
6. Attending	2	20.0	8	80.0
7. Transferring	1	10.0	9	90.0

Source: Own survey (August-October, 1994)

Comprehending, for example, was a learning process supposed to integrate with silent reading and reading aloud teaching strategies. While the teacher was guiding the students to read silently or loudly students were supposed to be attentive (attending process) and comprehend the content of the text. The attending process was represented by silence of the students and the way they sat still. The comprehending process was revealed by the ability of all the students and not some to answer questions correctly from the text read. What was observed was that very few, 3-6 students participated in answering questions, the rest of the class of 35 students just kept quiet. It was concluded that the majority of the students



were not sure whether they could comprehend. Therefore in such a lesson there was little integration between the language teaching strategy and the learning process.

Table 4.4(b) shows the dominant learning processes observed during the speaking skills lessons.

Table 4.4. (b) Summary of observed learning processes in speaking skills classrooms

N = 10

Process	Frequency (observed sessions)		Frequency not observed sessions	
	Number	%	Number	%
1. Attending	5	50.0	5	50.0
2. Answering questions correctly	5	50.0	5	50.0
3. Repeating correctly	3	30.0	7	70.0
4. Explaining with confidence	2	20.0	8	80.0
5. Speaking correctly	1	10.0	9	90.0
6. pronouncing new words correctly	1	10.0	9	90.0
7. speaking with confidence	1	10.0	9	90.0

Source: Own survey (August-October 1994).

Students repeating words and sentences correctly, for example, was a learning process supposed to integrate with directing oral drills language teaching strategy. But it was observed that repeating was done in a chorus

and not all the students were repeating. Therefore there was no integration observed between the directing oral drills strategy and repeating learning process. "The teacher asking questions for speech exercises" teaching strategy would integrate with "students speaking with confidence" learning process which only accounted for 40%. However, it was observed that students answered questions in chorus and only a few answered. For example in school B girls were very passive. In stream 3D only one girl was answering questions. In most cases the teacher asked the same few (3 to 5) students and ignored the rest of the class. Practically, the integration of teaching strategies and learning processes meant that all students and not only a few should be learning according to the particular strategy.

The lack of integration of language teaching strategies and learning processes was observed in 18(90.0%) class sessions. The relationship or integration of language teaching strategies and students learning processes was noticed in 2(10.0%) class sessions only. These two class sessions were when the teachers were lecturing and the whole class paying attention and taking notes seriously. This was when "lecturing" strategy integrated with "attending" learning process.

The findings revealed little integration between the language teaching strategies used by English language teachers and the students' learning processes. The teachers who were observed tried their best to use student-centred strategies, which according to Brady (1985) were the strategies which made students free to choose objectives according to their needs and choose activities and work on their own, the teacher is only an advisor. The reality was that in the selected schools there were insufficient teaching/learning materials, thus students could not be as free as expected.

The teacher was not only an advisor but had to use lecturing strategy when, for example, there was no single book for the students to use in school. A for the topic the teacher taught.

When reviewing the English language teachers' lesson plans relating language teaching strategies and learning processes was not visualised. When the questionnaires were returned 13(72.2%) teachers admitted that they were not taught how to integrate language teaching strategies and learning processes in their teacher training colleges. A few teachers said they were taught 5(27.8%). Therefore the teachers' training could be the source of failure to relate the language teaching strategies and learning processes in the classroom.

#### **4.1.4. Constraints in Teaching and learning Speaking and Reading Skills.**

The fourth objective of this study sought to find out constraints to effective teaching of speaking and reading skills. One of the national objectives of teaching English language in secondary schools is to enable students communicate with ease. However, there are some constraints which inhibit the fulfilment of this objective. Classroom observation, students' and teachers' questionnaire returns indicated that there were several constraints which inhibited the teaching and learning of speaking and reading skills in the classroom.

Table 4.5(a) presents the constraints in learning speaking skills.



Table 4.5(a). Constraints faced by students in learning speaking skills.

Constraint	Number of Respondents					
	School A		School B		Total	
	Number	%	Number	%	Number	%
1. Lack of facilities e.g. cassettes	26	35.7	25	35.7	51	36.4
3. Effect of Kiswahili and Mother-tongue	21	30.0	17	24.3	38	27.1
2. Teachers' lack of confidence in students	20	28.6	23	32.9	43	30.7
4. Socio-linguistic context	20	28.6	17	24.3	37	26.4
5. Teachers are bad models	14	20.0	21	30.0	35	25.0
6. Lack of enough spoken language activities	6	8.6	19	27.1	25	17.9

N.B. Total Number of respondents is 70 in each school. Total = 140

Source: Own Survey (August-October 1994).

Table 4.5(a) shows the constraints faced by students in learning speaking skills. The most crucial constraint was lack of facilities which was pointed out by 26(35.7%) students in school A and 25(35.7%) students in school B. A total number of 51(36.4%) students out of 140 student respondents pointed out that constraint. Observations showed that the classrooms were not conducive for learning speaking skills. There were no sockets for using tape recorders which the school did not provide anyway. In school A four students were sharing chairs and desks (one desk/chair shared by two students). The only T/L materials used by teachers were blackboard and chalk in both schools. Teachers' perception of the students was another constraint. Jenks in Alatis et al (1981) has pointed it as a problem. Teachers think that the majority of the students just cannot learn

the English language, hence they lack confidence in them as a consequence they interact with very few, same students (3-5) everyday and leave the rest of the class idle. A total number of 43(30.7%) students out of 140 students respondents thought it as a constraint. Very few, 6(8.6%) out of 70 students in school A found lack of enough spoken language activities as a constraint. This is justified by the fact that it was a boarding school so out of class time was sufficient. In comparison 19(27.1%) out of 35 students in School B which is a day school thought lack of enough spoken language activities is a constraint. Another constraint was teachers providing poor models in speaking English language. A total number of 35(25.0%) students pointed this constraint out.

Table 4.5(b) Presents the constraints in learning reading skills.

Table 4.5 (b). Constraints faced by students in learning reading skills.

Constraint	Number of Respondents					
	School A		School B		Total	
	Number	%	Number	%	Number	%
1. Poor linguistic background	40	57.1	51	72.9	91	65.0
2. Lack of sufficient reading reading materials	36	61.4	23	32.9	59	42.1
3. Shortage of competent teachers	12	17.1	9	12.9	21	15.0
4. Lack of enough time for reading	11	15.7	8	11.4	19	13.6
5. Lack of motivation/interest	2	2.9	2	2.9	4	2.9

N.B. 1. Total Number of respondents is 70 in each school. Total = 140

2. Source: Own Survey/ (August-October 1994).

3. There are no vertical totals because of nature of the questions which had multiple answers.



Table 4.5(b) shows the constraints faced by students in learning reading skills. Poor linguistic background of the students was a leading constraint in which 40(57.1%) students in school A and 51(72.9%) students in school B pointed it out. Among 140 students involved in the study, 91 (65.0%) pointed poor linguistic background as constraint. As stated by Mcha and Numi (1986) Kiswahili is a language of instruction in Tanzania primary schools. Students change from Kiswahili to English abruptly in Form One of Secondary school level. This constraint really demoralise both the teachers who have to teach English language and the students who learn it. Hence whatever the teaching strategies the teacher tries to use, s/he might not enable some students to learn the language effectively.

The teachers' major constraints included Teachers' training background which was pointed out by 3(72.2%) teachers and students' low learning capacity which was pointed out by 13(72.2%) teachers. Training English language teachers adequately in Tanzania was difficult (Mushi 1989). One of the reasons could be that the student teachers' linguistic background was not different from that of the students they were going to teach. Such teachers, as they reported in the interview, had not yet mastered the English language well. They were not confident enough despite the fact that they were taught English methodology at the college.

Besides, teachers' perception of students, that is, saying that the students could not learn because they had low learning capacity is a constraint. This was also observed in the classroom where the teacher



concentrated on the few able students and left the majority of the class idle.

## **4.2. DISCUSSION OF RESULTS**

This section discusses the findings according to four main headings, that is, the language teaching strategies used by English language teachers; factors determining choice of language teaching strategies; the relationship between the language teaching strategies and learning processes and the constraints to effective use of language teaching/learning strategies.

### **4.2.1. The language teaching strategies currently being used.**

The research findings showed that most teachers (11(61.1%) teachers) use student-centred strategies such as the teacher guiding reading texts aloud, that is, students reading one by one aloud in the classroom, the teacher organising pair/group/class discussions; the teacher guiding reading texts silently which was followed by question-answer session (Appendix A).

There were some inconveniences observed in the classroom when the reading aloud strategy was used. Those who were having their turn to read were nervous, so nervous that they made silly mistakes while reading. Especially in school B which was a co-education school, the rest of the students concentrated on faults made by the person reading and indeed the teacher corrected the mistakes instantly. It might be safe to say that the learning process was minimally taking place in such a situation. However, the teacher asked questions after reading a portion and almost the whole class was passive. S/he had to call names of three or four students who

were extroverts and persuade them to answer the questions. During informal interviews with the teachers after the class session, asking for their opinions as to whether all the students in the class had learnt the topic the answer was "yes, why not?" Very few students could learn through such a strategy.

Another outstanding language teaching strategy was the teacher organising pair/group/class discussions. It was a good strategy for teaching both reading and speaking skills since the class is large (more than 20 students). In fact Allen (1965) emphasized that this strategy should be used in large classes. Nevertheless, it was observed that students used Kiswahili instead of English language during group discussions. The teacher had to stop them as he was walking around the classroom.

The teacher guiding reading texts silently which was followed by question - answer session was another outstanding language teaching strategy used by the English language teachers in the classroom. Again there were some inconveniences observed. Students were sharing the textbooks (one book for four or five students). When the teacher told the students to read silently it was observed that only two students in a sharing group were comfortably reading the book - the rest of the members were not reading, consequently they did not answer the questions and hence the learning process was actually not taking place in most of the students in the classroom.

It was interesting to note (ref. table 4.2(b) that only 3(16.7%) teachers admitted that they normally write notes on the blackboard for the students to copy. This number was unrealistic. Even Roy-Campbell and Qorro (1987)



revealed that teachers were writing notes on the blackboard for the students to copy. The number of teachers admitting so was expected to be higher than three. Therefore this finding is not appropriate because the teachers could have given the expected response.

There are no laid down language teaching strategies. The classroom teacher ought to plan suitable strategies for particular lesson objectives, linguistic level of students, time and other resources. It was observed during the study that teachers were not innovative enough to create or plan diversified strategies. The best way to make teachers plan right strategies for the right lessons is to train them practically how to do it. The training itself should be participatory, that is, the tutors and student-teachers together should find out suitable strategies for the classes which they find during teaching practice periods. For example there is no straight forward way of finding strategies to make sure a whole class of 35 students, within 40 or 80 minutes, perceives the skill which the teacher intends to teach. It requires a serious project work.

#### **4.2.2. Factors determining the choice of language teaching strategies.**

The most important finding in this section was that all the eighteen teachers studied did not regard the students' learning techniques as a factor which determines the choice of language teaching strategies (ref. table 4.3(b) above). I think this was an appropriate finding because it showed clearly that there is a problem of integrating the language teaching strategies and the learning processes which were revealed through learning techniques. If the teachers from both schools did not point it out as an



important factor it could mean that they were not aware of such processes. There was really a need of training English language teachers in the essence and not in the phenomenon of language teaching/learning processes. Specifically, psychology on how the student "learns" or "acquires" the target language (Krashen 1981).

#### **4.2.3. The Relationship between the Language Teaching strategies and Learning Processes**

The discussion on the relationship is under: the importance of relating the two variables, and practical interrelationship of the two variables.

The research findings show that a big percentage (88.9%) of teachers realized the importance of integrating the language teaching strategies and learning processes in the English language classroom. This was also discussed by Bennet (1976). Nevertheless, it was interesting to find out that only 2(10.0%) class sessions out of 20 observed showed real relationship or integration of the language teaching strategy and learning process. During the two class sessions the teachers used teacher-centred strategy-lecturing! The whole class was attentive and taking notes! What was interesting here was that whereas teachers were encouraged by ELTSP officials to use student-centred strategies to teach English language, it was surprising to find that such strategies did not integrate with learning processes of all the students. Why is it so? Student-centred strategies require adequate and sufficient T/L facilities. Tanzania, being one of developing countries, is unable to provide such facilities.

In order to improve the relationship of the two variables, the student-teachers in the colleges should be trained to think and research on

appropriate language teaching strategies which would relate with the Tanzanian secondary school students in the Tanzanian classroom. Literature surveyed claim that there are no layed down language teaching strategies, it depends on circumstances. However, this study suggests that in the Tanzanian speaking skills classroom the teacher should assign each student a different task to present in the classroom orally. The presentation should be graded and the scores of each student, recorded in the continuous assessment sheet. The recording will enhance seriousness and sense of responsibility on the students. The exercise should be carried on throughout the school year. In the reading skills classroom students should be given books to read at home. Then presenting their book summaries in the classrooms and their scores to be recorded.

#### **4.2.4. The constraints to Effective use of teaching strategies.**

The most important findings in this section are first, the teacher interacting with few students and leaving the rest of the class idle. In such a situation the integration of language teaching strategies and learning processes of the majority is inhibited. Therefore this situation was regarded as lacking the integration of language teaching strategies and learning processes.

The interaction between the teacher and few students is caused by the teacher's perception of students abilities (Lado 1961). The teacher thinks that the other students are just unable to interact especially due to their low mastery of English language vocabulary.

The students' poor linguistic background pointed out by 91(65.0%) students from both schools is crucial. This has been pointed out by many



scholars (e.g. Kadegehe 1991; Roy-Campbell and Qorro 1987; Kibogoya 1988, Mushi 1989). The form three secondary school students have hard time to learn speaking and reading skills due to their low mastery of English vocabulary, unsure of what they utter, being laughed at when they try to speak in English and being called "showy" if they try to speak the language all the time. To improve the situation, students should be reminded from time to time the importance of knowing, speaking and reading English language as an international language. It is important to speak to foreigners, to read newspapers and international magazines, and textbooks, to watch and listen to Televisions. The head of school in school B did not insist on the students speaking and reading in English. In one session the head of school was observed to announce using Kiswahili in the classroom. Thus, teachers being bad models contributes to students' lack of interest. In school B girls showed lack of interest. This could be caused by the social-cultural environment in Tanzania which encourages girls to be passive in front of boys and boys to be active (Chonjo 1992).

The findings show that there was little interrelationship between the English language teaching strategies and learning processes in the secondary school classrooms because of various constraints. Hypothesis 3 stated that given the constraints around teaching/learning of English language in the classroom little relationship between the language teaching strategies and students' learning processes in reading and speaking skills was expected. The hypothesis was therefore confirmed.

The next chapter presents the summary, conclusions and recommendations.



## CHAPTER FIVE

### 5.0. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter sums up this study. It draws conclusions from the findings and provides recommendations for better English language teaching/learning processes in Tanzanian classrooms.

#### 5.1 Summary of the study

The study aimed at examining the secondary school English language classroom and establishing whether or not the language teaching strategies used by teachers integrated with learning processes. Four objectives guided the investigation. The objectives were on the reading and speaking skills teaching strategies; the determinants of choice of language teaching strategies; the relationship between language teaching strategies and learning processes; constraints in the integration of teaching strategies and learning processes.

The study was conducted in secondary school classrooms in Morogoro. The sample involved a total of one hundred and fifty eight individuals who were purposively selected; one hundred and forty form three students and eighteen English language teachers. Data collecting instruments included documentary review, questionnaires, observation and interviews. The data collected was converted into percentage. Information which could not be quantified was subjected to content analysis.

## 5.2 Summary of findings

The findings were presented and analysed according to the research objectives advanced in this study.

In summary, this study has shown that English language teachers in the studied secondary schools used student-centred teaching strategies when teaching reading and speaking skills in the classroom. It was observed that teachers guiding reading aloud, silent reading and pair/group/class discussion were dominant strategies in teaching reading and speaking skills. However, it was realised that the teachers did not involve all the students in the teaching/learning processes when using the student-centred strategies. This was because such strategies require adequate and sufficient T/L facilities, but Tanzanian secondary schools were lacking such facilities. Therefore, it was noted that the learning process was taking place in only few students and not the whole class.

Concerning the factors which determine the choice of language teaching strategies, the study established that such factors included availability of T/L facilities; class size; students' linguistic background and ability; teacher's training, teaching experience and language competence; students' learning techniques and interests. It was observed that such factors made the teacher choose teaching strategies according to the situation.

It is therefore argued that due to these factors there was a need to find means to improve the choice of language teaching strategies. Attention should be directed at use of student-centred strategies which involve all

the students and hence facilitate the learning processes. The teachers should be trained to plan appropriate language teaching strategies which integrate with the learning processes of all the students in the classroom.

Furthermore, the study revealed the nature of the relationship between the language teaching strategies and the learning processes in the teaching of reading and speaking skills. It was found out that there was little relationship. In all the twenty class sessions observed, only two sessions showed real interrelationship between the two variables. The language teaching strategy in the two sessions was "lecturing" and the learning process was "attending" and taking notes. It was suggested teachers' colleges should find right teaching strategies during Teaching practice time which integrate with learning processes of all and not few students. More project work should be given to student-teachers during teaching practice so as to find out appropriate language teaching strategies.

The study also indicated that there were some constraints to effective teaching and learning of the reading and speaking skills. The major constraints observed included teacher's perception of students' abilities, students' lack of motivation and interest because of their linguistic background and teachers being bad models. Teachers had a tendency to interact with few able students in the classroom and ignore the rest of the class. This could be caused by the use of student-centred strategies in classrooms which have inadequate and insufficient T/L facilities. The facilities could have enabled all the students to work freely at their own pace. The facilities would as well have motivated both teachers and students in the classroom and aroused interest. It is suggested that the government should enlighten students, teachers, parents and other members



of the society on the importance of teaching and learning English language in secondary schools. This would reduce some constraints to effective teaching and learning in the classroom. In general, the findings disagreed with the first hypothesis and confirmed the second and third hypotheses.

### 5.3. Conclusion

On the basis of the research findings, analysis and discussion, the following conclusions were drawn:

1. Secondary school teachers of English language use student-centred teaching strategies in the classrooms as emphasised by the ELTSP officials. However, these strategies integrate with the learning processes of very few students because of the problem of inadequate and insufficient T/L facilities which are necessary for student-centred strategies.
2. The choice of language teaching strategies considered the immediate and far-reaching determining and influencing factors, and not guidelines like the syllabus which might not facilitate the classroom teaching/learning processes.
3. There was little interrelationship between the language teaching strategies used and students' learning processes in the classroom. It is suggested that integration of language teaching strategies and learning processes should be intensified in the teachers' colleges. Student-teachers should work on appropriate language teaching strategies during their teaching practice time and write their suggestions to be discussed in workshops and seminars.

4. The major constraints to effective teaching and learning of English language included teachers' teaching abilities as revealed through the involvement of students in the classroom, students' lack of motivation and interest. It is suggested that the government should enlighten students, teachers, parents and other members of the society on the importance of teaching and learning English language as a FL, international language and medium of instruction.

#### **5.4. Recommendations**

On the basis of the research findings and discussion of results the following recommendations are made. This is for the purpose of promoting the process of English language teaching and learning in Tanzanian secondary school classrooms through integrating the language teaching strategies and learning processes.

1. The secondary school English language teachers should choose appropriate language teaching strategies which enable all and not few students to learn.
2. English language teachers should be trained on how to relate the language teaching strategies and the learning processes of all the students in the classroom. This should be included in the English language methodology course outlines.
3. The government should make a closer follow-up of the teaching/learning processes of English language than it does at the moment. The findings and experience have shown that there are many constraints to effective teaching and learning of English Language.

Some of the constraints, for example the provision of teaching/learning facilities and the proper training of English language teachers could be rectified.

### 5.5 Suggestions for Further Research

1. This study was conducted to cover reading and speaking skills. More studies of this kind are required to provide information on the other English language skills, that is, listening and writing skills.
2. This study had focussed on the language teaching strategies which English language teachers used; factors which determine the strategies' choice, relationship between the language teaching strategies and learning processes and constraints. More studies should be conducted on different people's views (e.g Heads of schools, teachers, parents, government officials) on the improvement of teaching and learning of English language in secondary school classrooms.



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## APPENDIX A:

## A TRANSCRIPTION OF A LESSON OBSERVED IN SCHOOL A

This transcription is one of the verbal interactions tape recorded during CR observations. The language teaching strategies it reveals is "the teacher directing silent reading of the text" followed by "oral question-answer session". The learning processes revealed are "comprehending and answering questions". It can be noticed that the same students were answering the questions (P<sub>1</sub>, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>6</sub>) most of the time.

T	=	Teacher	P1	=	1st student
P	=	Student	P2	=	2nd student etc.
			PS	=	Students (in chorus)

T: Good morning class

PS: Good morning (Sir)

T: Sit down

T: Okay, to me this is the first literature book to deal with in this class

Is this the first or second literature book you deal with?

P1: the second

T: You have done song of Lawino ...

(Silence)

T: Today we start Things Fall Apart written by Chinua Achebe

T: Now lets open page five

There you find names of people or main characters in the book.

T: (reading) Okonkwo - A famous villager:

Unoka - Okonkwo's father; Nwoye - Okonkwo's eldest son; Ikemifuna - a boy from another village; Ekwefi - Okonkwo's second wife; Odiyugo - third and youngest wife; Ezinma - Okonkwo's daughter; Obierika - Okonkwo's friend; Ezeudu - village elder; Uchendu - Okonkwo's uncle and Chielo - a priest.

T: Read the first chapter quickly, I give you 10 minutes

Ps: (Read the first chapter silently, four to five students sharing one book)

T: Now let's go to the questions/answers session, is it?

T: Number one, what is the district that Okonkwo lived?  
Do you know? Yes?

P1: Okonkwo lived in Umuofia district.

T: yes, Okonkwo lived in Umuofia district. Is it? second question:  
What is the name of Okonkwo's father? Yes?

P2: Okonkwo's father is Unoka

T: yes. Okonkwo's father is unoka ee

T: Now, why was Okonkwo ashamed of his father? mm? What was the problem? mm? yes?

P1: Okonkwo was ashamed of his father because he was a lazy man.

T: He was a lazy man. Is it? What else?

P2: He was afraid of war

T: What else?

P3: He didn't like to work

T: What else? Okay, those are the things which made Okonkwo feel ashamed of his father. Question number three - why did the clan respect Okonkwo? mm? Musa?... Abel? ..mm?

- P4: The clan respected Okonkwo because Okonkwo was not like his father
- T: What? Yes ... But....
- P2: Because he was an Osu
- T: He was famous. is it?  
Why was he famous?
- T: Let us check for the truth  
"Ikemifuna comes to Umuofia" Ten minutes
- T: (after 10 minutes of silent reading by students)  
Yes? We are in group three now.
- P4: Other districts were afraid of Umuofia because the district was famous for killing, for war.
- T: yes, what happend to Ikemifuna.
- P1: he was brought to Umuofia because his father killed a woman.
- T: yes?
- P5: he came to Umuofia to stay with Okonkwo
- T: What was the cause?
- P5: His father killed a woman from Umuofia
- T: When the people of Umuofia knew that one of their woman was killed they went to the other village. They were given Ikemifuna and another woman. So you see the reason. Is it?
- P1: I think it is not so, it is Ikenifuna's father who killed the woman
- T: Ten minutes
- P5: (read silently another chapter)
- T: Who was Nwoye?
- P5: Okonkwo's eldest son
- T: Why did Okonkwo keep beating Nwoye?



- P2: Because he knew that he was very strong
- T: Yes ... but....
- P3: He was afraid that he will copy his grand father's behaviour.
- T: Before we go on what do we learn from the social factor of this district? mm?
- T: is there any kind of cooperation?
- P1: yes, when there was a meeting so many people attended
- T: Okay.
- Why did Nwoye leave the district? mm? yes? monitor?
- P6: he thought that Ikemifuna knows everything.
- T: yes
- T: Number three, why did Okonkwo never let anyone do that thing? MM?
- T: (Repeats question)
- P2: He always wanted to show people that he was powerful
- T: yes, it is written in the chapter.
- T: (reads a paragraph)
- T: Read chapter four "The Week of Peace" ten minutes
- P5: (read silently)
- T: (after ten minutes) when does the week of Peace starts? mm? yes?
- P1: It starts before the people plant their yams
- T: Are the husbands allowed to beat their wives?
- P5: No
- T: How did Okonkwo break the rules in the weak of Peace?
- P5: he beat his wife.
- T: Why?
- P2: He forgot that it was a week of Peace. His wife went out and came late.

T: yes.

T: For today let us end here. go and read chapter five and six

                    e n d

**APPENDIX B**  
**CLASSROOM OBSERVATION FORM A**

Date: \_\_\_\_\_ Class: \_\_\_\_\_ Number of students: \_\_\_\_\_

Lesson Objective(s): \_\_\_\_\_

Dominant activities/behaviours revealed by the teacher (T) and/or student(s) (P) During the class session.

READING SKILLS

Behaviour/Activity	TOTAL			
	T	P	T	P
1. Reading				
2. Listening				
3. Asking questions				
4. Encouraging				
5. Answering questions				
6. Explaining				
7. Non-oral communication				
8. Silence (confusion)				
9. Individual work				
10. Groupwork				
11. Greeting/announcing				
12. Others:				
_____				
_____				
_____				
TOTAL				



**CLASSROOM OBSERVATION FORM B**

Date: \_\_\_\_\_ Class \_\_\_\_\_ Number of Students \_\_\_\_\_

Lesson objective(s) \_\_\_\_\_

Dominant activities/behaviours revealed by the teacher(T) and/or student(s)  
(P) During the class session.

**SPEAKING SKILLS**

Behaviour/Activity			TOTAL	
	T	P	T	P
1. Speaking drills				
2. Listening drills				
3. Asking questions				
4. Explaining				
5. Encouraging				
6. Answering questions				
7. Acknowledging				
8. Silence (confusion)				
9. Individual work				
10. Group discussion				
11. Assessing				
12. Greeting/announcing				
13. Others: . role playing				
. self-evaluating				
. directing				
_____				
TOTAL				

**APPENDIX C**  
**A SYNOPTIC CHART FOR OBSERVATION**

Date: \_\_\_\_\_ Class: \_\_\_\_\_ Number of students \_\_\_\_\_

Lesson objective(s) \_\_\_\_\_

Time (Minutes)	Teaching Strategy	Learning Process
5		
10		
15		
20		
25		
30		
35		
40		
45		
50		
55		
60		
65		
70		
75		
80		
Extra		
_____		
_____		
_____		

Conclusion:

Teaching strategy: \_\_\_\_\_

Learning Process: \_\_\_\_\_

Constraints: \_\_\_\_\_

**APPENDIX D**  
**INTERVIEW QUESTIONS FOR TEACHERS**

1. What is your academic qualification?
2. How long have you been teaching English Language?
3. What are your personal reasons for teaching English Language?
4. What do you think are the ideal strategies for teaching:  
    (a) speaking skills?  
    (b) reading skills?
5. What factors do you think contribute to students' poor acquisition of reading and speaking skills?
6. What factors do you think affect your choice of teaching strategies?
7. Can you please point out problems which you face in teaching speaking and reading skills in the classroom?
8. Please, would you provide some suggestions on improving the teaching/learning of speaking and reading skills in the classroom?
9. How would you rate your students' acquisition of:  
    (a) speaking skill? very good, good, poor, very poor?  
    (b) reading skill? very good, good, poor, very poor?
10. In your training, were you taught how to integrate teaching strategies and learning processes in the classroom?
11. Have you got any other comments on the teaching and learning of English Language in secondary school classroom?



**APPENDIX E****QUESTIONNAIRE FOR TEACHERS**

Dear Teacher,

It is well known that there is some efforts being taken to improve the teaching and learning of English Language in Tanzania Secondary Schools.

The aim of this questionnaire is to try to get your views and opinions of the nature of the English teaching and learning processes going on in the classroom and possibly get your suggestions on how to improve the situation.

Please be plain in your answers. Your opinions and other information will not affect you anyhow.

Thank you in advance.

Sex (Male/Female) \_\_\_\_\_

Your teaching experience \_\_\_\_\_

Your qualification (Tick one or more):

Diploma in Education \_\_\_\_\_

Bachelor of Arts (Ed) \_\_\_\_\_

Others:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Your teaching subjects:

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

2. The subjects which you are teaching in this school at the moment:

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

3. Rank from 1 to 5 (best to least) the teaching strategies which you frequently use in teaching speaking skills from the following:

- (a) Teacher-centered instruction
- (b) Student-centered instruction
- (c) Team - practice
- (d) Combination of the three

- (e) Programmed instruction
4. Rank from 1 to 5 (best to least) the teaching strategies which you frequently use in teaching reading skills from the following:
- (a) Teacher-centered instruction
  - (b) Student-centered instruction
  - (c) Team - practice
  - (d) Combination of the three
  - (e) Programmed instruction
5. According to your experience, which teaching strategies (Mbinu) have you used to make sure that your students are mastering:
- (a) Reading Skills
    - (i) \_\_\_\_\_
    - (ii) \_\_\_\_\_
    - (iii) \_\_\_\_\_
  - (b) Speaking Skills
    - (i) \_\_\_\_\_
    - (ii) \_\_\_\_\_
    - (iii) \_\_\_\_\_
5. Rank the following factors (from 1 to 8 most to least prevailing) which affect the teaching and learning process in the English classroom:
- (i) Class size \_\_\_\_\_
  - (ii) Availability of teaching/learning materials \_\_\_\_\_



- (iii) Availability of textbooks \_\_\_\_\_
- (iv) Ability of the students \_\_\_\_\_
- (v) Linguistic background of the students \_\_\_\_\_
- (vi) Teacher's mastery of the subject matter \_\_\_\_\_
- (vii) Teacher's teaching strategies \_\_\_\_\_
- (viii) The English syllabus \_\_\_\_\_

6. Rank the following factors which influence the choice of teaching strategies

- (a) Socio-linguistic situation \_\_\_\_\_
- (b) Student's learning techniques \_\_\_\_\_
- (c) Student's interests and objectives \_\_\_\_\_
- (d) Teacher's training background \_\_\_\_\_
- (e) Teacher's experience and personality \_\_\_\_\_

7. Which of the teaching strategies and students learning strategies suggested in the English syllabus do you follow?

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. How far does the learning of reading and speaking skills depend on teaching strategies used?

- Less than 50% [     ]
- 50% [     ]
- More than 50% [     ]

9. In your training (pre-service and in-service) were you taught how to relate teaching strategies and learning processes?

Yes [ ]

No [ ]

Not sure [ ]

10. What classroom problems do you face in teaching English language as a whole?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

11. What are your suggestions on improving the teaching of English language especially

(a) Spoken language

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(b) Reading

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(c) Written language

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

## APPENDIX F

## QUESTIONNAIRE FOR STUDENTS

STREAM: \_\_\_\_\_

SEX: \_\_\_\_\_

1. In your opinion, your teacher teaches English language (Tick your one choice)
  - (a) Very well \_\_\_\_\_
  - (b) Very badly \_\_\_\_\_
  - (c) Average \_\_\_\_\_
  - (d) Not sure \_\_\_\_\_
2. Tick three learning techniques which you use in learning speaking skills:
  - (a) Memorizing \_\_\_\_\_
  - (b) Imitating the teacher \_\_\_\_\_
  - (c) Repetition \_\_\_\_\_
  - (d) Seeking help from other students \_\_\_\_\_
  - (e) Speech practice (oral drills) \_\_\_\_\_
  - (f) Help from home (e.g. parents) \_\_\_\_\_
3. tick three learning techniques which you use in learning reading skills.
  - (a) Reading many books and newspapers \_\_\_\_\_
  - (b) Studying Vocabulary \_\_\_\_\_
  - (c) Answering comprehension questions \_\_\_\_\_
  - (d) Translation \_\_\_\_\_
  - (e) Seeking help from the teacher \_\_\_\_\_



(f) Reading quickly looking for important facts \_\_\_\_\_

4. (a) What are your reasons for learning spoken English?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

5. List down problems which you face in learning:

(a) Spoken English

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(b) Reading in English

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

6. What are your suggestions on how to improve the teaching and learning of English language as a whole?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

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